DOCUMENT RESUME

ED 173 735 CG 013 642

TITLE Focus Training Manual; A Focus Dissemination Project.
INSTITUTION Human Resource Associates, Inc., Hastings, Minn.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 78
NOTE 315p.; For related document see CG 013 641; copies of newspaper articles on FOCUS have been removed from this document
AVAILABLE FROM Focus Dissemination Project, Human Resource Associates, Inc., 121 E. Second Street, Hastings, MN 55033

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS *Dropout Prevention; *Group Counseling; High School Students; *Humanistic Education; Motivation; Program Development; Secondary Education; Self Esteem; *Staff Improvement; *Student Problems; *Underachievers
IDENTIFIERS National Diffusion Network

ABSTRACT

This training manual is for use in preparing staff members to use the Focus Model, which is a "school within a school" for disaffected high school students. The material is designed to be used as a resource aid following participation in an in-service workshop. The first section presents general and administrative preadoption material, including a needs assessment model and various methods for developing community awareness and participation. The second section contains operational aids such as staff selection guidelines, student selection guidelines, literature resources, and conceptual material about family functioning as it relates to disaffected youth. The third section introduces various human relations skills such as reality therapy, behavior modification, and transactional analysis, and discusses their applications to discipline, crisis intervention, and dealing with unacceptable behavior. The fourth section presents an evaluation model and instruments. (Author/BP)

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CG013642

FOCUS DISSEMINATION PROJECT
HUMAN RESOURCE ASSOCIATES, INC.
121 E. 2nd St.
Hastings, Minnesota 55033
(612) 437-3976)

FOCUS TRAINING MANUAL

This manual was prepared for the in-service training of other personnel in the Focus model. The material is designed to be used as a resource aid following participation in an in-service workshop. Individual materials from this manual may be purchased through the Focus Dissemination Project office.

FOCUS DISSEMINATION PROJECT STAFF

Sue M. Schillinger, Project Coordinator
Donald G. May, Project Administrator

DEVELOPER CONSULTANTS

Bill White
Jackie Hays
Marsha Fosburgh
Edythe Nackerud
Mary Jo Benson
Mary Ann Radke

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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This project is a Developer/Demonstrator funded by: U.S. Office of Education (National Diffusion Network) Department of Health, Education, and Welfare, Washington, D.C., for the period of August 11, 1978 to May 10, 1979.

2nd revision - Aug, 1978

We wish to express our appreciation for the assistance given in the writing of these materials by the following staff members.

YOUTH DEVELOPMENT PROJECT STAFF

Roger Carten
Paul Ramseth
Richard St. Germain
James Meland

FOCUS PROGRAM STAFF

Sue Schillinger
Dean Erickson
Ed Larsen
Steve Robinson
Joe Yantes
Edythe Nackerud
Bill White
Dave Kingsbury
Pat Hudak
Mary Jo Benson

ADOPTER PROGRAM STAFF

Marge Fallon
Chuck Hodge
Stu Silverman
Ken Pohl
Ann Reid
Mary Jo Mohesky
Lynette Kopperud
Frank L. Mellaci
Sam Selby
William Waight
Pat Foley
Robert Abbey
Ed Bak
Greg Mortus
Greg Obenauf
R.O. Roberts
Nancy Latourneau
Doriene Eastman
Tom Baldwin

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FOCUS TRAINING MANUAL

SECTION I

PRE-ADOPTION MATERIALS

A. Administrative

1. Needs Assessment Model
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B. General

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2. Optional Program Descriptions
3. Public Relations Action for Program Implementation and Continuation
4. Community Resource Identification and Involvement
5. Student/Parent Involvement Strategies

SECTION I

A. ADMINISTRATIVE

NEEDS ASSESSMENT

T/M Section I

NEEDS ASSESSMENT

Most educational systems are consistent and effective in achieving school district goals. Preparation is offered for college bound students. Vocational, trade, and business courses are offered for those who will immediately join work forces. Classes are provided to help physically and mentally handicapped students participate in and contribute to society. Schools also provide a background of leisure time activities and aesthetic experiences. Yet with all the wide and varied curricular and extra curricular programs, all is not well. There are a significant number of students in all schools whose educational and social needs are not being met. Concern for these students has spurred many school and community people to action. A needs assessment is an effective first step to the identification of unmet needs. It can facilitate appropriate action by:

1. defining the problem
2. gathering data on extent of need
3. gathering data on other agencies involved in serving youth
4. providing a sound basis for action.

The first step in a needs assessment is to organize all concerned parties into a representative task force. This task force, consisting of students, teachers, counselors, administrators, community leaders, parents and law enforcement personnel, coordinates the job of gathering and evaluating data to define the area and extent of youth needs. They then formulate action oriented goals and objectives based on their evaluation.

Some problems the task force might examine are:

1. Increase in delinquent behavior as indicated by police and court records.
2. Increase in the number of students on probation.
3. Increase in the frequency of negative school behaviors such as:

    smoking
    truancy
    tardiness
    absenteeism
    academic underachievement
    fighting
    chemical abuse
    vandalism

4. Increase in school suspensions and dropout rate.
5. Increase in community problems such as runaways, chemical dependency, shoplifting.
6. Diminishing student self-appraisal in such areas as self-concept, social development, self responsibility.

Once the nature and extent of the need is defined, goals and objectives must be formulated. Goals and objectives will differ, depending upon specific needs. A Management by Objectives system is helpful to implement objectives in a consistent and effective manner. For further details, refer to the strategy material on Management by Objectives System.

To clearly identify the process of a needs assessment, an example of this process done by the Roseville Task Force follows:

The Task Force conducted a thorough needs assessment. The findings in regard to the status of the schools and community precipitated project objectives and action programs. Assessment activities included studying questionnaire responses and generating conclusions, searching out records and enumerating the incidence of problems and interviewing people and collating their opinions. The results of this effort were categorized under three general headings: 1) Identified Problems and Concerns, 2) Characteristics of Students Whose Needs Were Unmet by Existing School Programs and 3) Institutional Barriers to Positive Youth Development and Proposed Intervention Strategies.

Identified Problems and Concerns

1. School Vandalism costs increased as follows:

School Year	Replacement Costs
1966-1967	$1,300.37
1967-1968	2,869.04
1968-1969	4,790.00
1969-1970	6,422.28

2. School records revealed increased frequency of the following overt behaviors:

- Smoking
- Tardiness
- Dropouts
- Suspensions
- Insubordination
- Profane Language
- Theft
- Vandalism
- Lying
- Truancy
- Academic Underachievement
- Student Demonstrations
- Student Walk-outs
- Underground Newspapers
- Fighting
- Drug Use
- Cheating
- Runaways

3. Surveys of secondary school principals, counselors and psychologists sought professional opinions regarding the most critical student behavioral problems and yielded the following clusters of concerns:

Principals:	Drugs, liquor, theft, vandalism, harassment, in-school dropouts, and teacher/pupil relations.
Counselors:	In-school dropouts, teacher/student relations, parent/child conflict, drugs, students not achieving to teacher's standards, and the need for individualized instruction and/or attention.
Psychologists:	The school district's psychologists view the problems encountered by students as falling into two major categories: a) those students who have special learning disabilities, and b) those students who have social-emotional problems. In this latter category, our most pressing problems include runaways, drug users, school phobias, and vandals.

4. The student newspapers of Roseville's two senior high schools were used to survey, and a sample of opinions expressed are as follows:

General	Policies and Procedures
Pressure to conform	Pass system
Lack of communication	Athletic code
Student rights	Locked school doors
Faculty/student relations	Locker checks

General

- Student anonymity
- The system
- Values
- Dehumanization of students and faculty

Policies and Procedures

- Attendance procedures
- Required lyceums
- Censorship
- Lavatory and parking lot monitors
- Dress code
- Mandatory attendance
- Mini course guidelines
- Lack of student involvement in decision making

Instruction and Grading

- Grading and evaluation
- Health curriculum
- Senior Social Studies Curriculum
- Relevancy of curriculum
- Class size
- Rigidity of system
- Lack of voice in making curricular decisions
- Teacher accountability
- Lack of alternative learning modes
- Sparsity of offerings
- Censorship

Student Responsibility

- Littering
- School spirit
- Smoking
- False fire alarms
- Vandalism
- Conflict between student cliques
- Student apathy
- 18-year-old vote
- Student Council
- Fear of managing free time

Facilities

- Student lounge
- Cafeteria and lunch program
- Audio visual equipment
- Physical atmosphere
- Lights for football field
- School bells
- School clocks

Social Awareness

- Pollution
- Drugs
- Abortion
- Race problems
- Religion
- Poverty
- Draft system

5. Area Juvenile Officers reported a dramatic increase in the number of juvenile offenses and identified high incidence offenses as follows:

Number of Juvenile Offenses

Year	Offenses Reported
1969	360
1970	568
1971	712

High Incidence Offenses

- Drug Abuse
- Runaways
- Vandalism
- Shoplifting
- Liquor Law Violations
- Trespassing
- Theft
- Assault

6. The Ramsey County Probation Department reported a perennial increase in the number of school district students on probation as follows:

Year	Number
1969	76
1970	84
1971	100

7. The Ramsey County Juvenile Court referred fifty-five Roseville secondary school students to the Woodview Detention and Diagnostic Center in 1970 and cited the following characteristics common to Roseville referrals:

   Lack of Motivation
   Lack of Confidence - low self-esteem
   Tremendous Reading Problems

Characteristics of Students Whose Needs Were Unmet by Existing School Programs

The school staffs were surveyed regarding students whose needs were not being met by existing programs. The data collected revealed unique clusters of student traits. Examples of the two prominent clusters are:

CLUSTER A

1. Sensitive
2. Depressed
3. Dependent
4. Anxious
5. Confused
6. "Freak" Label
7. Delinquent Acts related to drugs and runaways
8. Members of middle and upper middle class
9. Above average intellectual ability
10. Has narrow range of interest and goals
11. Typically other-centered
12. Rejects role options that are available
13. Demonstrates passive resistance to authority
14. Has high risk of in-school dropout
15. Commits delinquent acts but is not so labeled

CLUSTER B

1. Hostile
2. Aggressive
3. Independent
4. Action Oriented
5. "Greaser" Label
6. Commits Crimes against persons or property
7. Member of lower social-economic class
8. Average intellectual ability
9. Has difficulty establishing and fulfilling goals
10. Is Self-centered
11. Has few personally satisfying role options
12. Expresses hostility in aggressive manner
13. Has high risk of school push or dropout
14. Often is an adjudicated delinquent
15. Has high rate of suspension

INSTITUTIONAL BARRIERS TO POSITIVE YOUTH DEVELOPMENT AND PROPOSED INTERVENTION STRATEGIES

BARRIERS	INTERVENTION STRATEGIES
1. The institution is too large and tends to induce feelings of anonymity and alienation among students and faculty.	a. The "mini" school design--predominant or total academic program with formal socialization component for peer groups sharing common characteristics.
2. The instruction is typically directed to groups of students without consideration for individual differences (maturation, previous learnings, interest, etc.)	a. Individualized instruction based on the assessment of individual needs (diagnosis), the prescription of individualized learning programs (the objectification and quantification of the learning process), and the continuous evaluation of individual progress (reassessment). b. Personalized instruction that respects student input at each stage of the individualized instruction process.
3. The institution often fosters the negative labeling and negative expectations of underachieving and behavior problem students.	a. The student should no longer label himself negatively if he is provided with successful academic experiences, is provided with opportunities to experience meaningful social roles and is provided with immediate positive feedback by peers and adults for responsible behaviors.
4. The institution does not visibly sanction caring behaviors, which produces a climate within which negative behaviors occur and are reinforced.	a. Group process employed to improve interpersonal peer relationships, to teach caring behaviors and to build a positive culture (Family Groups).
5. The institution consciously and unconsciously rejects nonconforming students, fostering feelings of isolation, normlessness and powerlessness among these students. It also tends to foster a rigid pupil-teacher status hierarchy where the flow of power and communication is unilateral and downward. It does not facilitate the meaningful involvement of students in decisions that affect them.	a. Student involvement with teachers and administrators in the decision-making processes that shape programs, e.g., student leadership boards, participation on Task Force, program problems brought to Family Groups for solution, discipline and performance problems handled internally by Family Groups.

BARRIERS	INTERVENTION STRATEGIES
6. The institution does not provide all students with socially meaningful and personally gratifying roles.	a. Provision for a variety of significant and rewarding social roles, e.g., tutoring, junior volunteer probation officers, membership on Task Force and program advisory committees, decision-making roles in programs, public relations responsibilities and community service opportunities.
7. The institution does not provide relevant education for "disaffected" youth. It tends to emphasize academic excellence rather than the development of the total child while the broad range of skills and abilities recognized and rewarded in the larger community are not duplicated in the school setting.	a. Contracting system to establish and fulfill meaningful goals and objectives of academic performance and social behavior -- implementation of the rules of contingency management.
8. The institution responds more readily to negative behaviors, thus actually reinforcing the unacceptable acts of those students who learn that only negative behaviors get attention. Policies and practices are often fixed standards or student conformity rather than flexible guidelines for the development of responsible behavior.	a. Positive behaviors should be reinforced immediately and meaningfully, and negative behaviors should be dealt with consistently (teachers should be accepting of the student while rejecting his or her behaviors).
9. The institution does not adequately develop human relations skills and interpersonal communication skills.	a. Group process employed to improve human relations skills and to teach interpersonal communication skills.

Through gathering and analyzing data, decisions were made about the extent of the needs of young people in Roseville. The needs assessment provided sound guidelines for action, coordinating the concerns and ideas of many agencies of the community. The subsequent action of this Task Force was to make recommendations for action programs that would incorporate the strategies indicated by the needs assessment.

MANAGEMENT BY OBJECTIVES

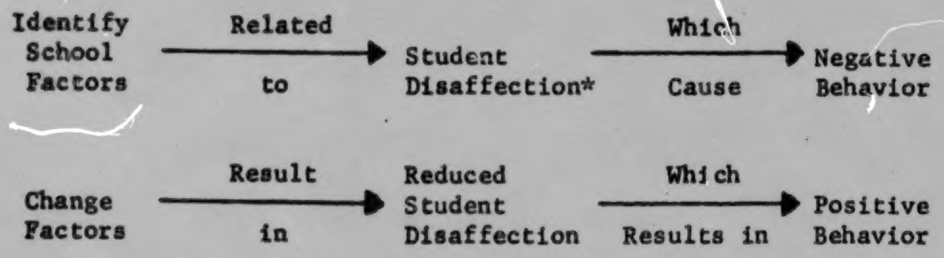
T/M Section 1/A-2

MANAGEMENT BY OBJECTIVES

PURPOSE

During the past three years, 1971-1974, the Focus program as part of the Roseville Youth Development Project has directed its attention and efforts toward the identification and alteration of those features of a suburban school system that impede and obstruct positive youth development. The Youth Development and Delinquency Prevention Administration (YD/DPA) outlined its basic philosophy and strategy for community delinquency prevention projects in a document entitled "The National Strategy for the Prevention of Delinquency (YD/DPA, January 21, 1971)." In this statement, YD/DPA specified three general objectives for delinquency prevention projects: 1) To provide all youth with opportunities for positive, meaningful social roles and rewarding institutional experiences; 2) To reduce the general level of alienation among youth; and 3) To reduce the impact of negative labeling on youth, particularly by diverting youth from the juvenile justice system. These three general objectives advance the assumption that the structures and personalities of our basic social and educational institutions facilitate positive youth development for some youth while impeding it for others. The thrust of this assertion is that delinquency prevention must involve institutional change. Those institutions serving youth must become more responsive to their needs and facilitate a healthy course of youth development for all, not just some.

Since its inception, the Focus program has engaged in delinquency prevention activities that follow a sequence consistent with the program's purpose of promoting responsible institutional change. In brief, the Focus model of involvement in the Roseville Area Schools can be described as follows:


Identify School Factors
Related to
Student Disaffection*
Which Cause
Negative Behavior
Change Factors
Result in
Reduced Student Disaffection
Which Results in
Positive Behavior

More specifically, the program has developed, implemented, evaluated and disseminated strategies designed 1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers; 2) to avoid the labeling of some students as failures and social outcasts; 3) to reduce student feelings of alienation, rejection and powerlessness; 4) to remove any systematic bias within the institution which impedes positive youth development; 5) to provide success oriented learning alternatives consistent with the needs and abilities of students and directed toward the improvement of their personal competencies; 6) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents and 7) to recommend changes in school policies and procedures to reduce disaffection throughout the system.

In summary, most delinquency prevention and correction projects prior to the development of the YD/DPA "National Strategy for the Prevention of

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*The term "disaffected" is used by Focus to describe those students (10-12) who possess negative attitudes toward self and school and who display negative behavior in school and/or the community.

Delinquency" launched programs designed to modify delinquent behavior and to train clients to better adapt to the realities of static institutions. The Focus Program in Roseville, Minnesota, serves as a functioning example of a dramatic philosophical switch initiated by the YD/DPA National Strategy of 1971, which required institutions to modify their practices in order to be more adaptable to the prevailing and emerging needs of their clientele.

MANAGEMENT BY OBJECTIVES

The Focus Program's goal of responsible institutional change would be elusive when approached without a defined process and when evaluated without measurable objectives. Thus, sequential "process objectives" were written which directed the evolution of the project. Each institutional change strategy and program was then designed in adherence to general "program objectives" and implemented to produce specific behavioral outcomes which would indicate our success in accomplishing the prescribed program objectives. Our success in meeting the program objectives provided the evaluative criteria of program effectiveness and were collectively called "product objectives." (See appendix for M.B.O. Flow Chart and list of assessment indicators.)

Process Objectives:

1. Conduct Needs Assessment Activities
2. Review Relevant Literature
3. Identify Objectives
4. Identify Intervention Strategies
5. Identify and Obtain Appropriate Resources
6. Implement Intervention Programs
7. Evaluate Intervention Programs
8. Disseminate Results

Program Objectives:

1. Increase Student Access to Desirable Social Roles
2. Reduce the Impact of Negative Labeling on Youth
3. Reduce Student Feelings of Alienation, Rejection and Powerlessness
4. Remove Systematic Biases Operating within the Institution

Product Objectives:

1. Increase Positive Sentiment Toward School
2. Increase Positive Self Concept
3. Increase Positive Parent Attitudes Toward School
4. Increase Parent Involvement with School
5. Increase Academic Achievement
6. Reduce Truancy Rate
7. Reduce Suspension Rate
8. Reduce Discipline Referral Rate
9. Reduce Dropout Rate
10. Reduce Tardiness Rate
11. Reduce Court Referral Rate
12. Reduce Police and Sheriff Contacts

Some explanation as to how product objectives serve to validate the accomplishment of program objectives is necessary. For example, it is simply impossible to objectively determine a program's success at reducing the impact of negative labeling on youth (program objective) unless specific behavioral outcomes (product objectives) are identified as indicators of this accomplishment. A significant reduction in the rates of court referrals, law enforcement contacts, school suspensions, school discipline referrals, absences and tardies serve as valid evidence that the program objective regarding negative labeling was truly met. Likewise, a reduction in student feelings of alienation, rejection and powerlessness (program objective) can be concluded when the analysis of data from appropriate measures reveals significant improvements in self-concept, interpersonal relationships, attitude toward school, parent attitude toward school and parent involvement with school.

The program objectives were organized and the implementation stages were sequenced according to a Management by Objectives (M.B.O.) System. The M.B.O. System served as an excellent mechanism for managing the process of Focus to insure proper program implementation and meaningful evaluation. Through the use of this system we discovered that some of our strategies worked and that some did not.

In the academic area many disaffected students have failed as a result of poor attendance, poor interpersonal communication skills, and poor self-concept. Moreover, continued failure seems to compound itself with the student lagging further and further behind until he has lost all interest in acquiring the skills he needs.

Some strategies that we have used successfully to help students increase in academic achievement are:

1. A relaxed, informal classroom
2. Varied teaching methods such as group discussion, individualized instruction, field trips and movies.
3. Success oriented learning experiences are provided.
4. Short range assignments, immediate feedback, concrete learning experiences (work sheets -- they love them).
5. Contingency Contracting.
6. Breaks within the period.

Most disaffected students have problems of non-attendance and tardiness. Some strategies which have been successful are:

1. A reward of one free hour for every 20 hours spent in class.
2. Going out for breakfast or lunch when a class completes a unit.
3. Loss of class break for tardiness.
4. Referrals to staff for clarification of natural consequences of behavior.

To discourage discipline referrals most problems are handled by an elected student government board as well as the staff and Family Group. If a student's problems with attendance are so severe that he/she is declared truant by the Court and placed on probation he/she will be assigned to work closely with a Focus staff member who is also a volunteer probation officer.

To obtain basic skills necessary for employment, students are given opportunities to:

1. Study vocational English
2. Participate in a work experience program
3. Experience lifelike situations through social studies units such as consumer education.

The following strategies have helped students to improve their self-concepts:

1. The caring approach in Family Groups.
2. Praise for changes in behavior or a job well done.
3. Peer group feedback.
4. Successful experience.
5. The acceptance of the individual as a unique person.
6. Separating the behavior from the person.

A METHOD OF EVALUATION

In order to have an effective program and to be able to implement changes you must manage learning strategies and procedures by identifying measurable objectives and evaluating them.

After conducting a needs assessment and establishing appropriate behavioral objectives, evaluation materials must be developed that accurately measure success in meeting particular objectives (see evaluation material for more information). One scheme which we use to help us do this is called the "evaluation blueprint."

An evaluation blueprint could be used in any curriculum area, in some form. Basically, evaluation must contain the following parts:

1. What are the basic goals and objectives? What specific behaviors are desired?

2. What parts of it are observable? If it can't be observed skip it and go back to step one! Behavior must be observable.

3. If it is observable, how can it be measured?

4. Find or develop an instrument, tool, or survey to measure the behavior.

5. After a period of time when the "learning" or behavior change is supposed to have occurred, implement the evaluation instrument.

6. Tabulate the data and compare with

    a. baseline data
    b. pre and post test

7. Manage the future of the program by the results of your evaluation.

A working model of an evaluation blueprint for reading skills is included in the appendix. The basic format could be used for any goal that you wish to obtain. If after you have formed your goals, you make an evaluation blueprint, you then have something concrete with which to improve your program.

GENERAL
FACTS & FIGURES

21

WHY ALTERNATIVES?

At a time when most schools are having to deal with limited budgets, staff cutbacks and general accountability the ideal of providing more alternative programs probably sounds like the "last straw" to most educators. I would like to present you with some information that I hope will show you that providing these programs now is the most cost effective plan over the long run. The annual cost of disaffection is dear. During research relating to the background, significance of the problem and general needs assessment to establish the need to provide programs for disaffected students we have explored many references and compiled some shocking but relevant statistics.

Our own needs assessment shows that from five to twenty five percent of our high school students can be characterized as having needs significantly unmet by the existing high school program. The behaviors most often cited by this group were vandalism, absenteeism and tardiness, major and minor disciplinary problems, underachievement, hostile agression toward teachers and peers, apathy and withdrawal, alcohol and drug abuse, and dropping out of school. As the frustrations, hopelessness, fear and disaffection increase the liklihood of violent, assaultive or suicidal behavior increases. These behaviors are characteristic of the disaffected, who see little chance of their needs ever even being considered, let alone actually met, through the school.

James Harris, President of the National Association, speaking at a recent Senate hearing on violence and vandalism in the nations schools said, "Over 23% of our young people are failing to graduate and many others are functionally illiterate, unable to read at a fourth grade level. The problem is not just with the students, but with the whole system.[1] At the same hearing, Senator Birch Bayh, Chairman of the Senate Juvenile Delinquency Subcommittee, noted that no area of the nation is immune and observed that the "primary concern in many modern American schools is no longer education, but preservation--survival, not learning. [2]

Pitcher and Blaushild suggest that the highly personalized system of attitudes held by the student and the resistance they offer to efforts at rehabilitation fall into eight categories: 1) Inability to delay immediate gratification and to sustain long term goals; 2) Lack of understanding of the amount of effort and time necessary to maintain the quality of work for an acceptable level of achievement; 3) Elaborate self-defense system against the pain of acknowledged failure; 4) Serious lack of confidence and self-esteem; 5) Overabundance of parental protection and security; 6) Extreme emotional dependence on parents; 7) Low school performance as an act of resistance to parents; and 8) Anti-intellectual peer group. The authors note that the attitudes reflected by these categories interact in a manner making rehabilitation very difficult. [3]

In a monograph describing "anti-achievement, Sherman, Zuckerman, and Sostek state; "The student feels lacking in self-worth, less adequate than his peers, weak, bad. Typically he is quite angry about his trap, but cannot express his hostility except in limited areas, most particularly through self-derogatory comments. His passive-aggressive behavior saps his energy and draws his attention away from adapting and developing more successful life strategies.[4]

The institution fails to provide a program that meets the needs of these students. Consequently he experiences a loss of self-esteem, a decrease in confidence and a sense of effectiveness, and a decrease in aspirations. Both he and his teachers expect less and less of him and he comes to feel the pain of despair. This pain brings feelings of helplessness and hopelessness. He begins to blame the world and others for his destiny and he believes that they control him and that whatever happens to him is not his responsibility.

To survive the frustrations of this situation and attempt to maintain some sense of integrity with his peers the student develops some powerful and hostile coping behaviors. These behaviors can be aggressive such as verbal and/or physical assault, vandalism, or they can be more passive such as truancy, dropping out and sometimes becoming suicidal.

VANDALISM

Five hundred million dollars will be spent on vandalism in the schools annually.[5] A metropolitan weekly newspaper described suburban Boston's Newton South High School as a place where "students live in a climate of fear and alienation. The only motivation here is to mistrust each other.

The paper continued saying; "If the corridors and common rooms weren't cleaned daily, the litter would be knee high within a week. The halls and washrooms show evidence of vandalism and neglect."[6]

CRIME

Over a million children between the ages of ten and seventeen will be involved in juvenile delinquency cases annually;[7] crime by these youth will cost the nation almost twelve billion dollars.[8]

TIME lists incidents of rape, assault, robbery, arson, and vandalism in suburban Evanston Township High School. "As a result of attacks and threats, students have become wary".[9]

Seventy thousand teachers will be victims of serious assaults; one hundred student homicides will occur in the schools.[10] Between 1970 and 1973, assaults on the nation's teachers increased 77.4%; assaults on students increased 85.3%, robberies of students and teachers increased 36.7%; rapes and attempted rapes increased 40.1%; homicides in schools increased 18.5% and the number of weapons confiscated from students by school personnel increased 54.4%.[11]

SUICIDE

Fredrick D. Reese points out that "Each year between thirty thousand and sixty thousand teenagers will attempt suicide".[12] Reese reports two significant characteristics of teenage suicides as related to the school setting found in case after case: poor to failing academic performance and social isolation. Over half the cases studied had failing or near-failing grades. This characteristic recurs in all the students. "In not one case was there any significant personal interraction between the teachers and the student--there was a singular absence of knowledge of personal likes, ambitions, habits, and problems."[13] Reese concludes that the absence of structured opportunities for social interraction in the schools seems to foster social isolation and the concomitant despair for which suicide is a resolution.

DROP OUT

One quarter of all school age children will dropout of school before graduation.[14] Three quarters of those who graduate will recall their school experience with varying degrees of dissatisfaction.[15] The eight hundred thousand dropouts this year alone will cost the nation over their life-times seventy eight billion dollars in lost taxes and national income.[16]

A National Association of Secondary Principals report concludes, "formal schooling is doing nothing for a large part of the young adult population fifteen through twenty--they've dropped out-- and it is not doing very well for another large group, those who stay on in school, graduate, but get little from it."[17]

Dropping out offers a short term emotional respite, but is an admission of defeat which only confirms the feelings of a student's personal failure. The dropout studies show a tendency toward characteristic of poor to failing grades, low reading ability, poor attendance patterns and a low level of emotional and social maturity.[18] This student also tends to be lower than average in self-esteem, needs for self-development, commitment to social values, occupational aspirations and feelings of personal efficacy. A higher than average is noted in somatic complaints and negative affective states.[19]

CONCLUSION

The U. S. Office of Education's National Panel on High Schools and Adolescent Education concludes that the high school as an institution is inappropriate for a number of students: "It is increasingly ill-matched to many, possibly a growing majority of it's present adolescent population..."[20] A report on a conference sponsored by Educational Facilities Laboratories and I/D/E/A/, The Greening of the High School, observed that though youth is no longer the same, and the world is no longer the same, high schools are essentially unchanged from what they were at the beginning of the century."[21]

Current national and state legislation enacted recognizes our commitment to provide for the educational needs of all school aged children. One example is Public Law 93-380 (1974) that mandates the education of the mentally, physically, and emotionally handicapped in the least restrictive environment possible.

The gap between the mandate and fulfillment, especially for the secondary student, often remains as large as ever. Today educators must face the reality that many adolescents with special needs exist within their systems. This brings us to the need to understand the nature of the troubled adolescent and move toward the task of developing appropriate and worthwhile programs with the concomitant training and retraining of secondary educators.

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[3] Robert W. Pitcher and Babette Blaushild, *Why College Students Fail*, Funk and Wagnalls, New York, 1970.

[4] Stanley R. Sherman, David Zuckerman, and Alan B. Sostek, "The Antiachiever: Rebel Without a Future", in *The School Counselor*, Vol. 22, 5 May 1975.

[5] "Crime in the Schools: a Frightening Senate Report", *Phi Delta Kappan*, LVI, 9 May 1975.

[6] "Would you Pay $2000 a Year for This Child's Education?", *The Boston Phoenix*, 4 February 1975.

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[11] "Violence in Schools", op. cit.

[12] Fredrick D. Reese, "School Age Suicide and the Educational Environment", Theory Into Practice, VIII, 1, January 1968.

[13] Ibid

[14] *Positive Approaches to Drop-Out Prevention*, U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 1973.

[15] Gordon A.Sabine, *How Students Rate Their Schools and Teachers*, National Association of Secondary Principals, Washington, D.C. 1971

[16] Computation based on figures in *The Effects of Dropping Out*, Report of the Select Committee on Equal Educational Opportunity, U. S. Senate, Washington, D.C., 1972

[17] Reported in "Reforming America's High Schools", by A. Harry Passow in *Phi Delta Kappan*, LVI, 9 May 1975.

[18] Daniel Schreiber (ed), *Guidance and the School Dropout*, National Education Association, Washington,D.C. 1964.

[19] *The Effects of Dropping Out*, Op. cit.

[20] Reforming America's High Schools, op. cit.

[21] Ibid

FOCUS ADOPTION

FORMS/SERVICES

T/M Section I/A-4

FOCUS DISSEMINATION PROJECT
HUMAN RESOURCE ASSOCIATES, INC.
121 E. 2nd. Street
Hastings, Minn. 55033
(612) 437-3976

PROJECT COORDINATOR
Sue Schillinger

AVAILABLE SERVICES

1. Materials

A. Program Overview - Booklet - Available to anyone without charge.

B. TRAINING MANUAL

This manual is designed to be used in our inservice training. They will be made available to committed Adoption Sites and State Facilitators without charge.

II. Pre-Adoption Services

We will conduct visitations and on-site informational meetings for anyone who is interested in the Focus Model. Out of state presentations will require that State Facilitators share some of the expenses.

III. VISITATION TO FOCUS SITE

We will arrange on-site visits to a Focus site and attempt to coordinate visitation site with potential adopter situation whenever possible. As visitations are a drain on program students and staff the visits will be carried out only within limitations set by each program staff.

IV. ADOPTION SERVICES

A. Inservice Training.

Inservice workshops will be provided to committed Adopter sites. Each workshop is tailored to fit the needs of the Adopter staff. More than one school can be trained at a workshop with arrangements being coordinated through the State Facilitator Office. This workshop usually covers the following areas with small group time for each adopter staff to work with a Focus Trainer on individual program planning and development.

1. Basic concepts of Focus Program
2. Group process
3. Mechanics of developing and implementing Focus to meet your needs
4. Funding and Evaluation
5. Classroom Techniques and Curriculum

B. Follow up Services to the Adoption Site

We have funds to provide on-site technical assistance for Adoption Sites. Again, we have limited funds to pay our staff expenses and travel. The content and timing of this assistance will depend primarily on the staff needs.

Basically, we are very flexible concerning what we can provide. A lot will depend on what is requested. A detailed description of problem areas from the adopter will help us provide more effective follow up services.

C. Other Services

1. Newsletter - A Focus newsletter is sent out periodically to let everyone know about new adopters, new innovations and to establish a communication network for all Focus staff and students.

2. ONGOING ASSISTANCE

   FDP staff will respond to all adopter requests and/or questions received by mail or phone.

3. Adopter Conference

   FDP staff will coordinate one conference yearly for all adopters to get together at a centrally located site and share ideas, problems, future plans and needs, etc. Adopters attending this conference are responsible for their own expenses.

Prior to adoption a contract will be developed between the Focus Dissemination Project, the Adopter Site and the Facilitator outlining individual responsibilities in regard to the adoption.

PROPOSED ADOPTION CRITERIA

I. Adoption Criteria

  A. Willingness to provide an alternative program for an identified group of students whose needs are not being met within the existing program.

  B. Willing to conduct a needs assessment to identify this group.

  C. Acceptance of mini-school concept

    1. Short term involvement is not enough to create change

    2. Teacher/student ratio should be equal to or less than existing school.

  D. Include a group process

    1. Gain understanding of and practice the basic philosophical concepts that make this work

    2. Groups should be made up of a maximum of 12 students, and should meet on a daily basis throughout the year.

  E. Voluntary Admission

    1. Students selected for this program should be free to decide to enter or not

    2. Students should be free to discontinue their involvement in the program and return to their original schedule.

  F. Commitment

    1. Commitment to become Adoption Site made by District

    2. Financial support outlined and examined

    3. Tentative dates for staff training and program implementation.

II. Criteria for selecting Adoption Sites

  A. Readiness

    1. Starting date

      a. Date staff training can begin

      b. Date program can be implemented.

    2. Local Problems Solved

      a. Adequate staffing

      b. Staff and community support.

B. Strength of Commitment

   1. District support - reasonable financial resources.

C. Location

   1. Will we stay within our project guidelines for number of in-state vs. out-of-state Adoption Sites

   2. Availability of funds for traveling--primary problem will be travel expenses to out-of-state sites.

D. Evaluation

   1. Adoption Site to submit an Evaluation Model

   2. Adoption Site supply FDP with a copy of the statistical evaluation results (or report).

9/24/74

APPLICATION TO BECOME AN ADOPTION SITE

This form should be returned to:

FOCUS DISSEMINATION PROJECT
Human Resource Associates, Inc.
121 East 2nd Street
Hastings, MN 55033

We would like to apply to become a Focus Adoption Site. In applying for the services offered by the Focus Developer/Demonstration Site, we agree to comply with the following criteria.

Please check each statement you can agree with:

_____ We agree to conduct a Needs Assessment to identify the group of students whose needs are not being met. (Training will be given on how to assemble a Needs Assessment as part of the Inservice Training.)

_____ We agree to use the mini-school concept.

_____ We agree to include a group process.

_____ We agree to have voluntary admission into our program (Focus). Students will not be forced to enter the program.

_____ We agree that the school district has committed itself to implementation of the Focus Model.

_____ We agree to provide an Evaluation Model and the results of Evaluation to The Focus Dissemination Project.

Tentative implementation date of the Focus Model is __________

Dates that your Focus staff could participate in the Inservice Training Workshop. This inservice is two days in length and can be arranged on weekdays or a weekend depending on your staff availability.

Suggested dates: ______________________________

Signature: ______________________

School and District: ______________________

Date: ______________________

____

Phone Number: ______________________

Address: ______________________

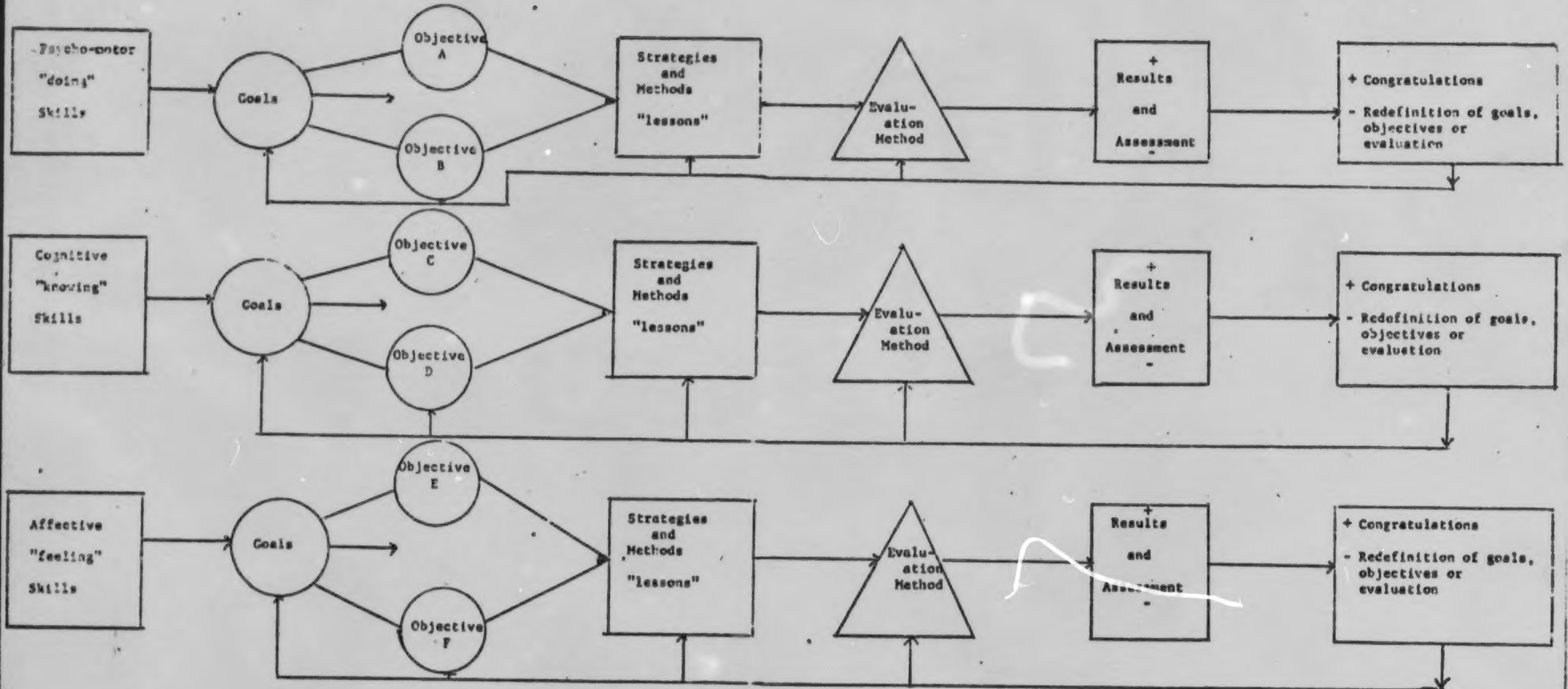
The application will be screened along with others received to determine who will be inserviced as an Adoption Site.

APPENDIX

EVALUATION BLUEPRINT

Area of Concern	Goals to be Achieved	Objectives	Strageties, Methods, Lessons	Evaluation	Results and Implementation
Psycho-motor Skills "doing"	The student will be able to read and comprehend material in print form.	The student will increase speed and accuracy of reading.	1) diagnosis of reading 2) contingency management for reading assignments 3) free time for reading 4) remedial work for individuals	Use of a) Iowa Tests b) Gates-MacGinite Test c) Any other	+ Keep on using strategies - Reassessment of goals and objectives, strategies, and evaluation
Cognitive Skills "knowing"	The student will increase vocabulary.	The student will increase vocabulary.	5) Vocabulary drill and worksheets 6) crosswords 7) reward - knowing new words	a) Vocabulary Quiz b) Iowa Tests c) Vocabulary list	+ Keep on using strategies - Reassessment of goals and objectives, strategies, and evaluation
Affective Skills "feeling"	The student will feel more at ease reading printed material	The student will read material in assignments efficiently and with less complaint	8) make materials short term 9) immediate reinforcement	a) student surveys b) observe percent of students reading over period of time	+ Keep on using strategies - Reassessment of goals and objectives, strategies, and evaluation

EVALUATION BLUE PRINT FLOW CHART


Psycho-motor "doing" Skills
Goals
Objective A
Objective B
Strategies and Methods "lessons"
Evaluation Method
+ Results and Assessment -
+ Congratulations
- Redefinition of goals, objectives or evaluation
Cognitive "knowing" Skills
Goals
Objective C
Objective D
Strategies and Methods "lessons"
Evaluation Method
+ Results and Assessment -
+ Congratulations
- Redefinition of goals, objectives or evaluation
Affective "feeling" Skills
Goals
Objective E
Objective F
Strategies and Methods "lessons"
Evaluation Method
+ Results and Assessment -
+ Congratulations
- Redefinition of goals, objectives or evaluation

SECTION I

B. GENERAL

IMPLEMENTATION ACTIVITIES

T/M Section 1/B-1

FOCUS STRATEGIES

The Focus Program has developed, implemented, evaluated and disseminated strategies designed:

1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers.

2) to avoid the labeling of some students as failures and social outcasts.

3) to reduce student feelings of alienation, rejection and powerlessness.

4) to remove any systematic bias within the institution which impedes positive youth development.

5) to provide success oriented learning alternatives consistent with the needs and abilities of students and directed toward the improvement of their personal competencies.

6) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents.

7) to recommend changes in school policies and procedures to reduce disaffection throughout the system.

Most delinquency prevention and correction projects prior to the development of the YD/DPA "National Strategy for the Prevention of Delinquency" launched programs designed to modify delinquent behavior and to train clients to better adapt to the realities of state institutions. The Focus Program serves as a functioning example of a dramatic philosophical switch initiated by the YD/DPA National Strategy of 1971, which required institutions to modify their practices in order to be more adaptable to the prevailing and emerging needs of their clientele.

Forest Lake Senior High School
6101 SCANDIA TRAIL NORTH
Forest Lake Minnesota 55025
Phone 464-3313 • Night 464-3314

WILLIAM H. RAND
Senior High Principal

HERB MILLINGTON
Assistant Principal
JACK CONLEY
Athletic Director

FOCUS TIMELINE

Nov. 1974	Teachers volunteered to serve on IIC sub-committee to investigate the concept of a school within a school for Forest Lake.
Jan. 29, 1975	IIC sub-committee visited the Focus program in Roseville.
Feb. 4, 1975	IIC sub-committee wrote impressions of their Focus visit for report to IIC.
Feb. 4, 1975	Mr. Rand informally discussed the need for a Focus program at the Board-Administration Council Meeting.
Feb. 10, 1975	IIC sub-committee finalized the report to be presented to the IIC.
Feb. 14, 1975	Mr. Rand presented the Focus program to the entire faculty.
Feb. 19, 1975	The IIC formally endorsed the concept of the Focus program and recommended implementation of the program for the 1975-76 school year.
Feb. 21-24, 1975	Principals, counselors, and SLBP teachers identified potential Focus students.
Feb. 24, 1975	IIC sub-committee developed guidelines for counselors to use when presenting Focus program to potential students.
Feb. 24 - Mar. 6	Counselors met with potential Focus students to explain Focus.
Mar. 3, 1975	Dean Erickson, director of the Focus program, informed Mr. Rand by phone that F.L.H.S. has been accepted as an adoption site.
Mar. 6, 1975	Mr. Rand met with Diane Lassmar from the Exchange. The senior high Focus program has been awarded up to $500.
Mar. 6, 1975	IIC sub-committee drew up rough draft of a letter to go to parents of potential Focus students.
Mar. 10, 1975	IIC sub-committee finalized parent letter.
Mar. 11-14, 1975	IIC sub-committee developed presentation and packet of information for the Mar. 17 school board meeting.
Mar. 14, 1975	IIC sub-committee finalized presentation for the Mar. 17 school board meeting.
Mar. 17, 1975	Focus presentation to the school board by Mr. Rand and the IIC sub-committee.
Mar. 20-21, 1975	Title VI-D Workshop in St. Paul, dealing with affective growth in the classroom, will be attended by sub-committee members.
April 21-25	Focus inservice training at Roseville.
May, 1975	2-3 days set aside for Focus program development.
Fall, 1975	Implementation of Focus program.

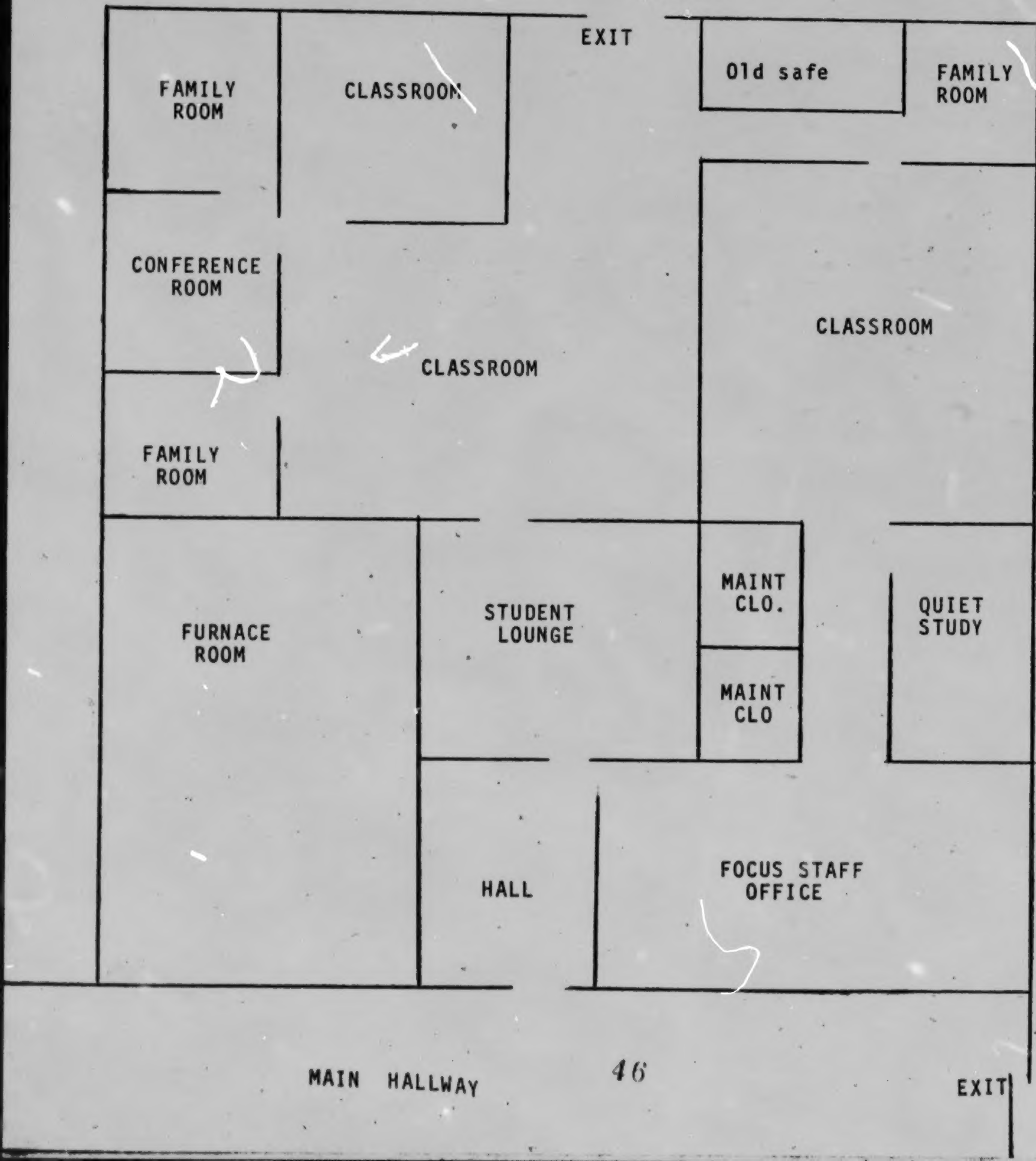
FOCUS PHYSICAL PLANS

FOCUS does not require a new building, expensive renovation or fancy furnishings to be a successful program. Your first consideration in finding space for a FOCUS program should be the number of students you expect your program to serve. Existing classroom space can be used effectively for FOCUS. A few temporary walls or inexpensive room dividers may be necessary for the most effective space utilization. Below we list some suggestions that may help you in choosing an area for your FOCUS program.

1. FOCUS rooms should be located in one general area as free from other traffic as possible.
2. The FOCUS staff office should be located within this area if at all possible.
3. The family group room should be as private and free from any outside distractions as possible.
4. The lounge areas on the enclosed drawings are usually very small, even converted hallways in some cases, and are used to entice FOCUS students to remain in the area between classes.
5. A direct outside entrance near the FOCUS area if convenient. Disruptive behavior by FOCUS students will not disappear over night and initially may tend to increase during time away from FOCUS area.
6. Existing furnishings can be used in FOCUS. We have found that tables and chairs instead of individual desks seem to work better. Any other decorating to make the area more pleasant and more comfortable should be left up to the students with guidance from the FOCUS staff.

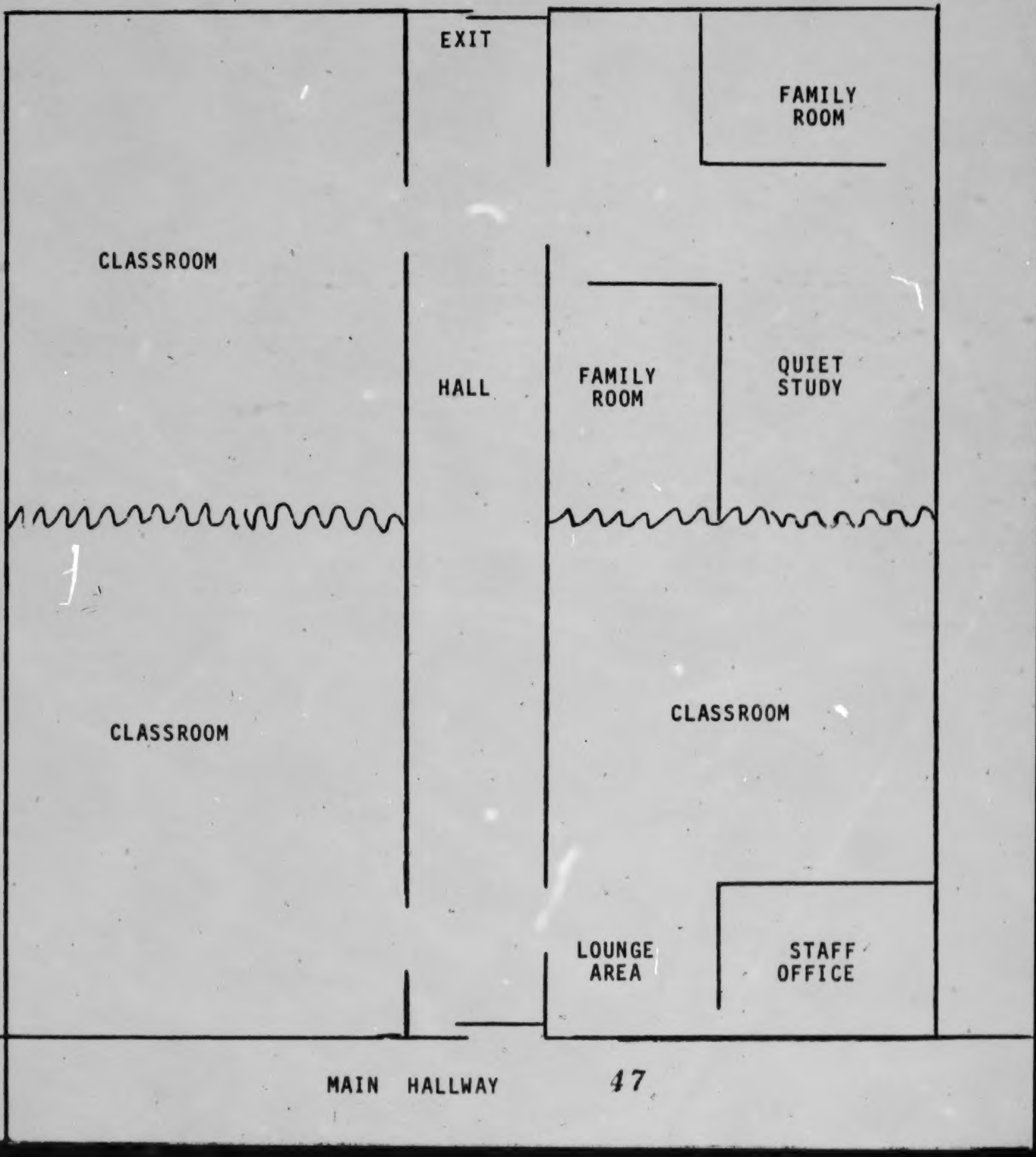
A1. ROSEVILLE AREA SCHOOLS, MINNESOTA

This space was the former area used by Roseville to house the District Office. It is attached to the school and was given to the FOCUS program because the rooms are small and very close together and are not a very desirable location for any of the other classes.


EXIT
FAMILY ROOM
CLASSROOM
Old safe
FAMILY ROOM
CONFERENCE ROOM
CLASSROOM
CLASSROOM
FAMILY ROOM
FURNACE ROOM
STUDENT LOUNGE
MAINT CLO.
MAINT CLO
QUIET STUDY
HALL
FOCUS STAFF OFFICE
MAIN HALLWAY
EXIT

A2. ROSEVILLE AREA SCHOOLS, MINNESOTA

This FOCUS area was created using two large classrooms located along a central hall that exits to the outside. Each classroom already had a folding divider that could be used to make four smaller classrooms. Temporary walls were put up to create the office area and Family rooms.


EXIT
FAMILY ROOM
CLASSROOM
HALL
FAMILY ROOM
QUIET STUDY
CLASSROOM
CLASSROOM
LOUNGE AREA
STAFF OFFICE
MAIN HALLWAY

B. COLUMBIA STATION, OHIO

The facilities set aside to be used by the Focus group, came about as a combination of events. During the spring and summer of 1975, the Columbia Local Schools were in the process of building a new bus garage and transportation facility. As a result of this building project, the former transportation supervisor's office area was vacated. Through the cooperation of the school board and school administration, this area was given to the Focus project to develop as their area for classroom activities and limited office space.

It was decided that the area was to be completely cleaned out by the Focus students, while plans for how the room was to be reorganized was to be a joint project between Focus students and Focus staff members. Plans were drawn up in conjunction with work being done in the creative arts section of the Focus curriculum. With some basic financial support from the board of education and by asking for donations of materials such as wood, paint, and carpeting, the Focus students set about creating "their" Focus room.

The students and staff members had decided to divide the room in three sections. The front was to be designated as a student lounge, the center section was to be the classroom-work area, while the rear portion of the room was of such size to permit a small office area to be included.

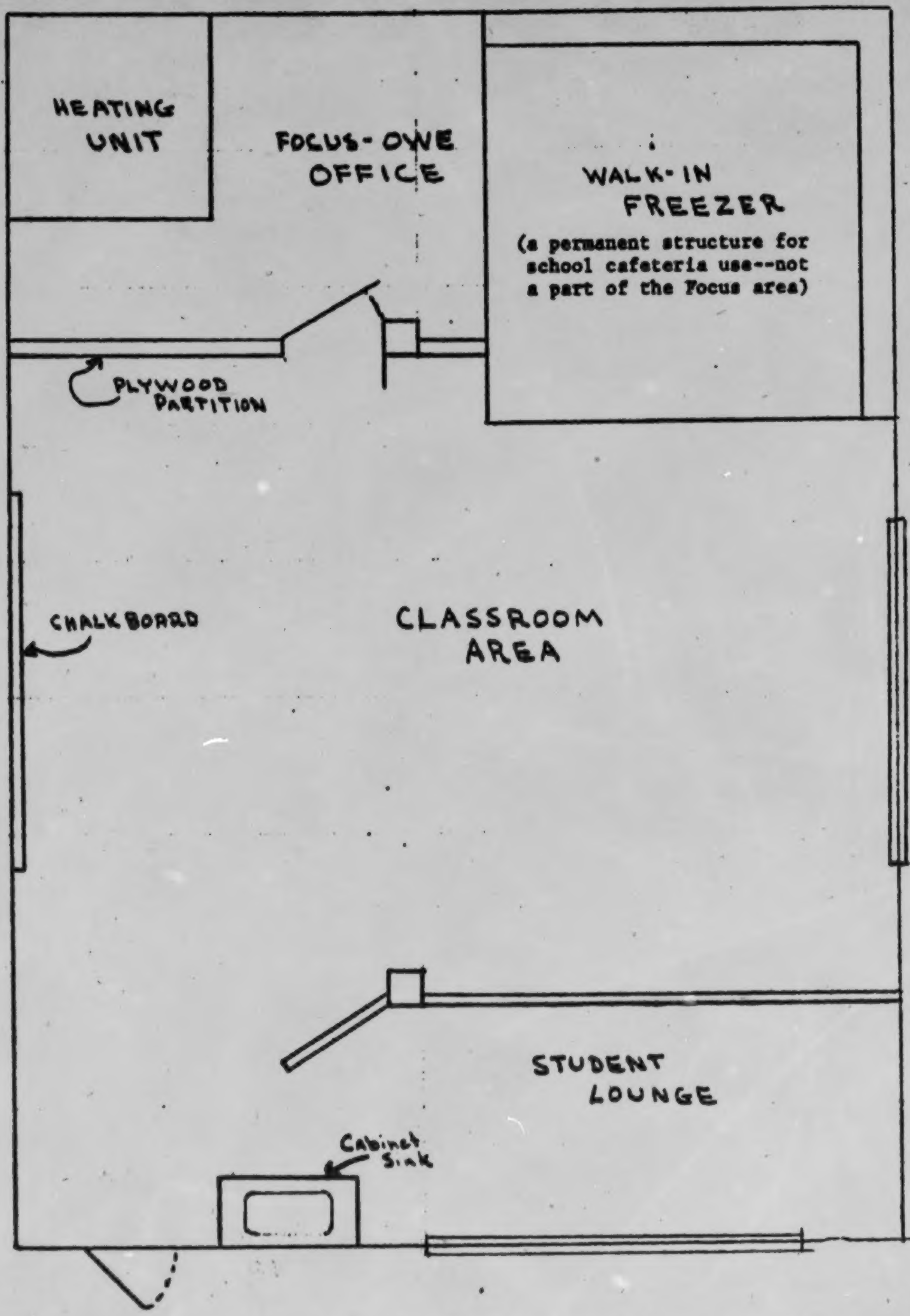
Work began as soon as the transportation office was moved to the new facility. The students found it necessary to clean the room quite extensively. Once the basic cleaning was completed, painting became the next order of business. The paint used was donated by families in the community, while the Focus students provided the necessary labor. Two partitions were constructed to form the lounge area in the front of the large room, while the second partition in the rear of the room created the office space. The girls in the project took it upon themselves to work at home and in home economics classes to make curtains for the windows.

As soon as the painting and building was dispatched, the students embarked upon furnishing the room. Carpeting for the room was donated by members of the community, as well as various stuffed chairs for the lounge area. The school system gave the project folding chairs to be used at picnic-type tables, which were constructed by project members, for the classroom work area. Other finishing touch items were donated to create an informal atmosphere, where students can feel at home to work and interact with each other.

Previous to starting the project or selecting students, the Focus staff members had decided to allow the students to design the room and prepare it by themselves. The basic philosophy behind this approach was the need to instill in the students, the pride in what they had created, as well as to give them an area that they might be comfortable in while working and relaxing.

Currently, the basic premise of allowing the students to do their own work in designing and constructing the room has been quite successful. The room remains in good condition and all cleaning and maintenance in the room is student-managed.

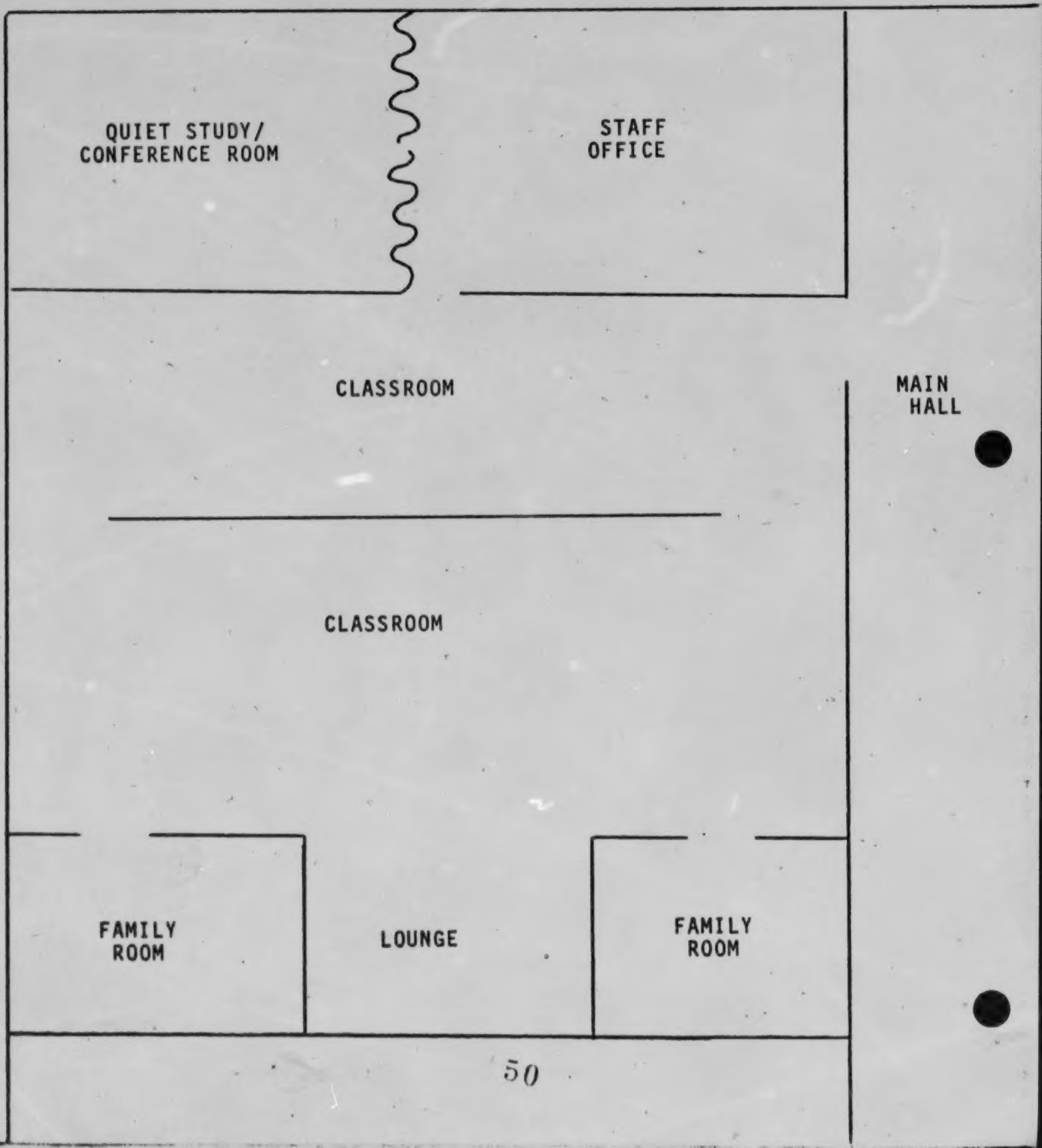
Appearing on the succeeding page is a drawing of the Focus facility at Columbia.


HEATING UNIT
FOCUS-ONE OFFICE
WALK-IN FREEZER
(a permanent structure for school cafeteria use--not a part of the Focus area)
PLYWOOD PARTITION
CHALKBOARD
CLASSROOM AREA
STUDENT LOUNGE
Cabinet Sink

FOCUS ROOM NOT TO SCALE GM

C. COON RAPIDS JUNIOR HIGH SCHOOL, MINNESOTA

When a new addition to the school included a new library the former library space located on the second floor was chosen for FOCUS. The small rooms were already there. One of these rooms had a folding divider in place. A temporary divider was added to make two classrooms.


QUIET STUDY/
CONFERENCE ROOM
STAFF
OFFICE
CLASSROOM
MAIN
HALL
CLASSROOM
FAMILY
ROOM
LOUNGE
FAMILY
ROOM

OPTIONAL PROGRAM DESCRIPTIONS

T/M Section 1/B-2

OPTIONAL FOCUS MODELS

FOCUS involves a humanistic approach to education. The most important aspect of the model is human relation skills. FOCUS demonstrates the principal of caring through creating a climate of warmth, structure, positive expectations where students can learn and become responsible, confident people. Because the implementation is based so strongly on skills and strategies of human relations, growth and awareness and communications it becomes quite easy to adapt to a wide variety of situations.

Regular teachers trained in FOCUS skills can apply this knowledge in their classrooms to become more effective teachers. Teachers & other staff working in alternative programs for the disaffected student often feel frustrated and confused by the negative behavior demonstrated by many of their students. FOCUS training can assist them by providing them with hands-on strategies and skills that will enable them to reach a clearer understanding of where these students are coming from and what they can provide to gain a positive response.

The basic principles and strategies of the FOCUS model were originally piloted in an Adolescent Treatment Program in one of our large psychiatric institutions and later modified to meet the needs of some of our juvenile correctional programs. In 1970 the program was modified to fit the needs of a high school population and was implemented in two large suburban senior high schools. Extensive evaluation of all of these programs has consistently shown measureable success.

During the past three years that we have been involved in the effort to disseminate/diffuse this information and technique to others we have assisted many institutions and agencies to adapt the model to meet their specific needs. In doing this each program becomes a totally unique model to that environment. There are eighty plus replications now operating throughout the nation with numerous variations in adaptions. They include rural, suburban, urban schools, with large and small populations. Alternative schools in the community, vocational schools, private residential schools, and correctional programs have also adapted FOCUS to meet their needs.

The expense involved in the replication of the FOCUS model varies as much as the programs themselves. Some implementations have been accomplished with no additional expenditures, some with local funds, others have obtained some form of outside funding such as Title IV,C. From our past experience, it appears that if the staff and administration are convinced they need and want a program such as FOCUS the financial intricacies can be worked out.

Due to the numerous options available we will only attempt to describe a few for you to get a general idea of the variations that are possible in replicating FOCUS to meet your needs. Our goal is not to produce carbon copies of the original FOCUS program. Our goal is to assist people to more effectively serve children to realize their greatest potential.

ORIGINAL DEVELOPER/DEMONSTRATOR
School Within A School

PROGRAM DESCRIPTION

The Focus model is in operation in both high schools in the Roseville school district. Approximately 75 tenth, eleventh and twelfth grade students are involved in each school-within-a-school program.

The Alexander Ramsey program is housed in a separate wing equivalent in size to four classrooms. This area is divided into two large group instruction rooms, two small Family Group (group process) rooms, a program library, two small independent study rooms and an office area for the program staff. The program is three years old.

The Ramsey Focus team consists of four full-time teachers and two full-time aides.

Each staff member is involved in at least one Family Group in addition to their individual duties.

There are six classes in the Focus curriculum. They are: English, social studies, American history, math, Family Group, and work experience. Work experience students earn one credit for an occupational relations class and one credit for supervised on-the-job-training. Each student is required to take one Family Group and at least two other classes in the program. Students may take a full load of five classes within the Focus Program, but are encouraged to enroll in at least one outside class.

Each class is fifty minutes long. Classes begin at 8:00 a.m. and end at 1:00 p.m. Students enrolled in work experience go to work at 11:40 a.m. (the end of the 4th hour class).

The Frank B. Kellogg program is in a separate building adjacent to the highschool. This area is equivalent in size to four classrooms and is divided into three classrooms, two conference (Family Group) rooms, one office, and one student lounge area.

Kellogg Focus offers five classes: English, social studies, mathematics, work experience, and Family (group process). Students in work experience receive one credit in a supervised on-the-job-training program. Each Focus student is required to take a minimum of three classes in the program, one of which must be Family. Most students also take at least one regular school class.

There are four full-time Focus teachers, one part-time teacher, and one clerical aide.

The Kellogg Focus team offers an interdisciplinary approach which combines individualized instruction and group work based on the student's ability and needs.

After 1:00 p.m. at Ramsey and 1:20 p.m. at Kellogg all the Focus staff participate in inservice training sessions, staff meetings, and conferences with students, parents, employers and other school staff. They accompany students to juvenile court in the role of voluntary probation officers. The Focus staff is on call 24 hours a day to help in a variety of crisis situations which can be neither predicted nor anticipated.

Most Focus students are deficient in the basic academic skills and positive social development. The emphasis in each discipline is directed toward meeting the individual educational and social needs of each student. For example, each math class includes students learning various levels of mathematic skills along the entire continuum of the skill building sequence. Students at a high level of the continuum are encouraged to help others who are at a lower level.

Parents of Focus students were initially involved in developing and implementing the Focus model as members of the Focus Advisory Board. Parent involvement continues through Focus Parent-Teacher-Student meetings, individual conferences with Focus staff, and other informal communication concerning their son's and/or daughter's social growth. In the past, Focus parents have had mostly negative communication with the school, due to the unacceptable behavior exhibited by their children. The Focus staff places special emphasis on building a positive parent/school communication.

The Focus program is significantly different from other mini-school concepts dealing with alienated students. The difference centers in the Family Group atmosphere which is very difficult to describe. Focus tries to instill in each student a feeling of self-worth and hope for the future. To do this, staff members are selected who are willing to experiment with different techniques and approaches. The staff emphasizes care, nurturance and structure in their approach to students. Students are confronted with their unacceptable behavior and positively reinforced for acting in socially acceptable ways. Focus encourages the idea that students must feel worthwhile. Only when the student develops a positive self-concept can he begin to care for and relate to others. The staff strives to discover individual strategies which lead to the student's personal fulfillment.

YOUTH CENTER MODEL

SETTING

Odessa, Texas, location of the adaption, lies in a semi-arid region of West Texas. Oil dominates the economy. The school-age population of the school district, Ector County Independent School District, is about 24,000.

The Youth Center, established in mid-1974, is a joint project of the county and the public schools. It serves, in grades 7 to 12, some of the county's emotionally disturbed youngsters and youngsters who are on juvenile probation or detention. About 35 boys and girls attend the center at a time; approximately one-fourth live in the center, while others arrive by bus. The goal of the center is to help students solve their problems and return to the mainstream (e.g., regular school, vocation-technical school, apprenticeship). Students progress through four levels, Levels 4 to 1, toward returning to the mainstream. The length of time a student spends in the center is usually between 3 and 18 months.

NEED

The Youth Center staff members wanted to strengthen their program by acquiring some new teaching and counseling methods. FOCUS was brought to their attention in November 1974 by the office of the State Facilitator. District administrators traveled to Roseville, Minnesota, the program's development site, to learn more about it.

SOLUTION

The FOCUS program provides group counseling and a modified curriculum for disaffected high school youth. The Youth Center staff members decided that three components of FOCUS would fit well into their existing program:

1. Group process. The program's small "Family Group" classes can help build strong relationships between staff and students and create an atmosphere of trust and warmth for work on self-concept, social skills, and solution of behavior problems. As group closeness grows, the teacher/adviser can guide the emergence of a strong and positive peer culture.

2. Student leadership board. This feature of the model teaches students to handle roles of leadership in a positive way. Allowed to participate actively in decision-making with the staff, students grow in self-concept and learn social skills necessary for working in a group.

3. Individualized instruction. This approach builds self-concept and helps students make faster academic gains, by allowing students to start at their own ability level and move accordingly with more personal contact with the instructor.

EVENTS

The Youth Center staff and a number of resource and support staff, including liaison staff from public schools, received training during a two-day workshop in August 1975. Implementation of the selected components began in September. In December, FOCUS staff members visited the center to assess the adaption and give any assistance requested.

EFFECTS

Sue Schillinger, coordinator of the FOCUS Dissemination Project, reported that the FOCUS staff "found the program concepts to be much like the FOCUS concepts and was impressed with the healthy atmosphere and good rapport existing between staff and students....We feel the Youth Center has successfully implemented the FOCUS adaptions to strengthen their program in the areas outlined in the initial adaption plan."

In January, Hoyt Hutchinson, supervisor of special education in Ector County, described the Family Group approach as "really great" and said that the students were becoming more responsible. The student leadership board, which is advised by one staff member, was handling discipline problems and deciding at which level each student was classified. The board has given the students a sense of pride "because they are part of it," he said, "and the kids have really accepted it." The supervisor was planning to go to Dallas to conduct a presentation on the adaption for administrators from throughout the state.

JUNIOR HIGH SCHOOL MODEL

SETTING

Middletown, New Jersey, lies 20 miles south of New York City. Once known for clam digging, the area now serves as a bedroom community for commuters. Most inhabitants are middle-income families, but the 40-square-mile school district contains areas of poverty and wealth as well. The school population is 13,500, of whom 80 percent attend the public schools.

NEED

The school district was experiencing some problems with class cutting, truancy, and discipline. Assistant Superintendent Alan Bartholomew learned about FOCUS at a dissemination workshop sponsored by the New Jersey State Facilitator in the spring of 1973. The district superintendent and several principals attended a second workshop, and the district staff agreed they wanted to adopt the program.

Although FOCUS was originally designed for high-school students, the district decided to adopt it at the junior-high-school level for two reasons, according to Mr. Bartholomew. First, the district's high school was so crowded that it had double sessions. A new high school that used an open-space concept was open soon, and the district felt "it could not add anything else" at the time. Second, the district hoped that "if we can resolve the problem in junior high school, we won't have it in high school." In fact, although the district is now considering establishing a FOCUS program at the high-school level, it may put the students who have already participated into the regular tenth grade.

SOLUTION

FOCUS is an alternative educational plan for students who have been identified as disaffected and showing a lack of motivation, a lack of confidence, and low self-esteem. The core of the program is the Family Group, a small-group class in which 8 to 10 students and one teacher/adviser meet for one class period each day throughout the school year. Through the Family Group, the program attempts to help students develop feelings of caring, self-worth, and concern for others. Another feature of the program is a student leadership board. FOCUS offers modified English, social studies, and mathematics courses as well as a work-experience course. Both individualized and group instruction are used. Students are screened for admission but enroll voluntarily. They participate in a Family Group and at least two courses, taking other courses in the regular school. Approved by USOE as a Developer/Demonstrator project, the program originated in Roseville, Minnesota in 1971.

EVENTS

The principals of two of the district's three junior high schools decided to adopt the program. A FOCUS team from Minnesota trained 40 staff members from the district and surrounding areas during a two-day workshop held in Middletown in June 1975. The two schools made final plans for implementation during July and August, and the program began in September. In Thorne Junior High School (grades 7 to 9) 60 students are participating, in Thompson Junior High School (grades 8 and 9), 40 students. The two schools' implementations differ slightly.

In December, staff members from Minnesota visited the program to assess the sites and give any technical assistance needed. Mr. Bartholomew later said that this second visit was important as a source of moral support. "I can go to the teachers and say I like what we're doing," he said, "but when the staff comes out from Minnesota and says 'we like what you're doing,' it really gives teachers a shot in the arm."

EFFECTS

Sue Schillinger, coordinator of the FOCUS Dissemination Project, reported that the FOCUS visitors were greatly impressed at the similarity between the adoption and the original site, particularly in view of the fact that none of the New Jersey teachers had ever seen the Minnesota site. "All of the concepts and components of the FOCUS model were implemented," she said, "and both programs appeared to be quite strong and handling the problems of 'first-year growing pains' very well. We were also impressed with the adaptions that were made to make this program, which was developed on a senior-high level, effective on a junior-high level."

In January, Assistant Superintendent Bartholomew reported that truancy was decreasing and students seemed to be learning. He called the Family Group "the mainstay of the program." He noted, however, that the program "started very slowly for the first three months, and that it had no effect on truancy until the kids trusted ustand the teachers." One difficulty in implementation was selling the program, which allows students a certain amount of flexibility and freedom, to the teachers of regular classes. The teachers were won over when FOCUS students who formerly presented discipline problems began to behave better in their regular classes.

At the request of the Developer/Demonstrator, the two schools have agreed to serve as a site for visits from others who want to adopt FOCUS at the junior-high-school level. The Minnesota staff also believes that the two schools could qualify by the fall of 1976 to be trained to become turnkey trainers for FOCUS.

PART TIME STAFFING
OF A FOCUS PROGRAM

PROGRAM OVERVIEW

Freeport, Maine has implemented an excellent replication of the original Developer/Demonstrator site with some new innovations developed by the Freeport staff. This program serves 40 students, grades 9-10-11-12 in the areas of social studies, math, English, career education, work experience and family group. The program has four staff who are assigned two hours daily to regular classes and the rest of the day to Focus. The Special Education Director serves in a dual capacity as Focus Director. Her role is mostly administrative but she also meets often with the Focus staff and is an excellent resource to them for inservice planning. The program has strong administrative support and good community awareness and support. The Focus students are extremely positive toward their program and have done an excellent job of presenting the program with their staff to community people and to other area educators. The staff are dedicated, competent people who have developed the strong working relationship necessary for survival. The people involved are very open to new ideas that may help them to be even more successful with their students. The Kohlberg model "Just Community Approach to Corrections", being used in the student selection process, family placement and evaluation process and at this time appears to be a more successful process than some of the processes used by the original site in these same areas. Two other NDN programs, PATL and TALENTS, UNLIMITED are being utilized by the Focus staff and training in ADVENTURE is scheduled over the summer so this project can be a part of Focus next year.

FOCUS IN AN OPTIONAL SCHOOL SETTING

Asheville-Buncome County Optional School, Asheville, N.C., provides an alternative educational program for the dropout, the disaffected youth and other students whose unique and specific needs are not met in the regular school curriculum in Ashville City and Buncombe County Schools. It is an extension of Asheville High School, and the intent is not to compete with existing school programs nor to serve to shorten the time required for high school graduation. The critical educational need is to provide a single comprehensive alternative that will specifically respond to the above stated student population. The basic commitment is to encourage and help these students to obtain the high school diploma and to obtain some specific skills for entering the world of work.

This school has adopted many of the skills and strategies of the FOCUS model into the classroom setting and added the Family component. The staff at Asheville told us how they feel this is operating in their setting. "We firmly believe that the strongest point in the optional program for these 'disaffected' students is the concept and program component, Family. Every student is a member of a Family, and meets every day on a regularly scheduled basis.

FOCUS ADAPTION IN A RESIDENTIAL SETTING

Pierre Indian Learning Center in South Dakota is a residential school for youth whose success rate increases when they are placed in a special environment. Fifteen tribal governments have cooperated to create a place for children, ages 8-16, whose special needs cannot be met on the reservation. Children that come here may have physical disabilities, such as hearing or visual handicaps, or learning problems that take specially trained teachers or social environment staff. Most have severe truancy or behavior problems that exclude them from ordinary classrooms. Others are here on recommendation of their parole officer or tribal courts. Whatever their needs, PILC is a place where a highly trained, and dedicated staff is committed to increasing their chances for lifelong success.

Recently the staff at PILC felt they were providing an adequate educational and social experience for their students but felt that needed something more. Rashes of negative, sometimes destructive, behavior demonstrated by a number of the students left them feeling frustrated and helpless. All felt at a loss as to HOW to approach and deal with these behavior problems in a way that would begin to build a positive student response.

The residential and school staff jointly participated in a workshop to identify specific problems and possible solutions they might implement. After much investigation of a variety of possible ways to meet their specific needs the staff reached a decision to adopt the FOCUS model with some modifications to fit their specific situation.

One of these modifications is the co-leadership of staff for each Family group. Due to the separation of staff in two areas, school and residence, serving as co-leaders of a Family group gives them the opportunity to work with the students together. The group itself functions in much the same manner as a FOCUS Family group within the school setting. The close relationship of the residential aspect makes social behavior outside of the classroom a much more visable problem and is more frequently a topic of discussion in the Family groups at PILC. Group meetings are scheduled formally right after school but in this setting the group may be called together and asked to deal with a specific situation at any time.

Another adaption in this setting is operation of a progressive step system. When a student demonstrates he/she can handle the required behavior at a given step the group can recommend a move to the next level. Each step is clearly outlined as to behavior and responsibility expected and rewards deemed appropriate for a student at that level. At the highest level students live in a lower supervised "Honor Dorm", serve as a member of the Council (Leadership Board), and have many more priviledges.

The staff at PILC feel the FOCUS training has provided them with the means to develop a consistent approach to working with their students. The various staff members have become a more cohesive team with a common philosophy working toward shared goals. They now feel they have the HOW to direct their students toward positive growth and development.

FOCUS ADAPTION IN A SMALL SCHOOL

We are often asked the question: "Sure FOCUS works fine in a big school district like Roseville, but how would it work in a little school in a rural area"? I asked the staff from a small rural school that replicated the FOCUS model three years ago to share their experiences with you.

Granite Falls is located in western central Minnesota. The total school population is 580 students. The FOCUS program in this setting serves twenty students. The program has two teachers, offers classes in English, social studies, mathematics and Family. The program is operating in the morning hours only with students involved in a work study program or classes in the regular program in the afternoon. The staff at Granite Falls feels there is really little change other than the smaller population, between their program and the original model.

FOCUS ADAPTION IN SELF CONTAINED CLASSROOM

In the spring of 1976 at Topsham, Maine, we began planning for an alternative program to meet the needs of dissaffected 7th and 8th graders in our open Jr.-Senior High school of 1300 students. We chose Focus as a model after attending awareness sessions and a 3 day workshop presented by the Minnesota originators. Because of very limited resources and the fact that our students were considerably younger than the target group of high school Focus programs, we instituted a number of changes prior to beginning classes in the fall of 1976.

Our Focus program began as a self-contained classroom and continues as such in its' second year. Students function within the classroom for all academic subjects and leave only for Family Group (if their leader finds space elsewhere), Auxiliary services, (Physical education, Industrial Arts, Home Economics, Art or Music) and Resource room assistance when it is required. Academic instruction for the 20-25 students who comprise the Focus class is provided by a Teacher and an Assistant Teacher.

The academic curriculum includes Basic Math, Science, Social Studies and Language Arts/Reading. Classroom subjects are taught in an activity oriented format when possible and with sufficient structure to provide adequate guidance and feedback to reluctant learners. Individual help and encouragement is made possible by a smaller class size and the fact that an assistant teacher works with the classroom teacher. Frequent report cards supplement the quarterly marks and enhance communications with the home.

In our first year we scheduled Family Group for approximately 55 minutes each day. Students in groups of 6 to 8 met with their leader during this time. All four leaders experienced difficulty using all of this time, every day, and thus during the second year we dropped one meeting a week from the schedule. Four meetings weekly seem to be meeting student needs while incorporating additional flexibility into the schedule.

PUBLIC RELATIONS ACTION
FOR PROGRAM
IMPLEMENTATION AND CONTINUATION

T/M Section I/B-3

With the approval of administration and faculty, action was initiated to involve the community by implementing an Area Task Force which was and is composed of students, teachers, counselors, administrators, business and professional people, parents, clergymen and law enforcement personnel. The original function of the task force was to carry out a needs assessment program, evaluate the assessment, and take action to implement the needed program by helping write goals and objectives. During the first two years the Task Force continued their involvement by acting as a source of feedback to the program, providing a genuine link to the community in which the students live and a means by which new ideas could be introduced and evaluated.

Out of the Needs Assessment and with much help from the Guidance Department, methods of identifying and selecting prospective Focus students were developed. These young people were interviewed in the spring before school was out to participate in the program the following year. The program was explained to them and they were allowed to choose whether or not they wanted to participate.

Meetings were held with the Custodial staff and the Administration to determine the space necessary as well as any construction within the space which would be desirable. Good relationships with the custodial personnel can be extremely valuable.

In September, four Focus staff, approximately 75 students and one teacher aid began the "school-within-a-school".

Focus staff continues to host at least one inservice meeting each year with the school faculty and administrators to answer questions, ask for help and share evaluation data with them. Focus staff members serve on other school committees -- coaching and/or supervising extracurricular activities.

PUBLIC RELATIONS

To insure the success of the Focus program, it is necessary to establish good relationships with administrators, school board members, counselors, other staff members, parents, custodial and clerical people and community leaders. Also, when dealing with disaffected youth, it is important to establish relationships with police, probation officers, and court personnel. The following description of the implementation of a Focus Program will illustrate how these relationships were initially developed.

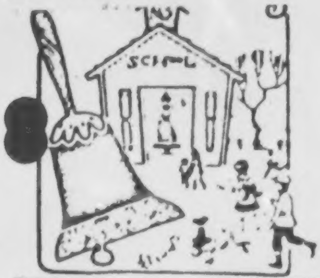
Interested teachers met with administrators to develop the need for a program for disaffected students. In this case, the administrator was interested in such a program and agreed to present the proposal to the District Administrators. In preparation for this presentation a needs assessment was developed and carried out to determine the extent of the student population within the school who needed a program, the areas of failure they were encountering and the reasons for their failure (refer to Needs Assessment Materials).

The next step was to present the data to the faculty council, who discussed the proposal and decided that the entire faculty should be presented with the issue. Following this presentation, the faculty discussed the program and voted to approve its initiation. This faculty was willing to approve this program with the understanding that one regular staff member from each of the three departments would be leaving to serve full time in this program, leaving a somewhat larger class load in these areas.

The Focus program has been featured in the School newspaper and School magazine to inform other students about what we are doing. Students in journalism and sophmore English are given an option of coming into the Focus program to interview staff and students and share that information with their classes. Other staff members have been invited and have come to visit the program during their free hours. This is another source of feedback which is beneficial to staff and to the program.

Probably the best suggestion for ongoing public relations to help insure a successful program is to make an effort to mingle and socialize with the rest of the staff, custodians, and clerical personnel. Sharing information with these people can be very important to the success of the program.

211 N. McCarron's Blvd
St. Paul, MN. 55113



Independent School District I

School News

SPORTS SCHEDULE

VARSITY FOOTBALL:
October 17, Olivia, there 7:30
October 24, Madison, here 7:30
October 31, LSC, MRC, here 7:30

B FOOTBALL:
October 13, Redwood Falls, there 7:30

Vol. 8 450 Ninth Ave. Granite Falls, Minn. October 1975

FOCUS: An Alternative Program For High School Students

by Pat Foley, Gwen Flynn and Mary Moe

Focus, an alternative education program for students underachieving socially and academically in the traditional school setting, will begin October 13, 1975, in the Granite Falls high school.

The program is designed for students who are turned off by the traditional school methods and setting. The students have potential that the Focus program will guide them in developing. The Focus program provides a structured, caring environment that will help them achieve higher academic and social goals.

The Focus staff, Pat Foley, Gwen Flynn and Mary Moe, spent five days in the Roseville school district for a training workshop September 22-26.

Focus Staff: Gwen Flynn, Pat Foley and Mary Moe.

Preparation for the Granite Falls Focus has also involved a general information meeting for students and parents, administering attitudinal tests and interviewing youth interested. The next step is notifying students of acceptance and meeting with their parents.

Focus teachers, Foley and Mrs. Moe will instruct the Focus students for their basic classes. Mrs. Flynn, Mrs. Moe and Mr. Foley will each have one "family" discussion group. Mrs. Moe will be coordinating the work experience program while Foley will continue small class instruction in the afternoons.

Teacher Pat Foley interviews a student before the decision is made to select the student into the program.

To assist the teachers in their adoption of the program, an advisory board will be selected from concerned community members, parents, students and teachers.

The "family" group is the backbone of the Focus program. Each group will consist of eight to 10 students and one teacher-advisor. The group leader works to develop an atmosphere of trust and caring in the group so that the youth will have somebody to turn to for identity and support.

Focus classes will be structured so the students will know the expectations and limits. This type of environment provides a feeling of security and reduces the chances of failure and confusion.

Individualization is an essential component of Focus. Failure is a primary cause of behavior problems, feeling of worthlessness and low self-concept. In Focus, feelings of success and self-worth are reinforced. The Focus program individualizes not just curriculum but time structuring, discipline, rewards, attention giving, confrontation and problem resolution.

Granite Falls AVTI To Hold Open House

The Granite Falls AVTI will hold open house on Sunday, November 2 from 1 to 5 p.m. All parents, friends and relatives are welcome to attend the open house. Visitors are invited to see the recreation room, lounge, library and offices.

Two new courses are being offered this year. They are Drafting and Optometric Assistant. These labs plus other labs and shops will be open for viewing including fluid power, machine shop, tool and dies making, electronics, auto body repair, professional sales, computer technology, model secretarial offices, accounting department, and office machines.

Students will be available throughout the school to conduct tours and demonstrate various equipment. Refreshments will be available in the cafeteria. Everyone is welcome to attend.

The Focus program was developed and is in the fifth year of successful operation in the Roseville school district, St. Paul. According to Sue Schillinger.

Focus model coordinator, Roseville, the Focus program was chosen from among 81 alternative programs in the nation. Its success as indicated in an evaluation showed the students improved attitudes, self-concept, academic achievement, and decreased in discipline referrals, suspensions and absences.

Giving attitudinal tests is part of the selection process. Students Kris Steffen and James Hastings listen as teacher Mary Moe gives directions.

Cont. on Page 2

"PROJECT FOCUS" OFFERS SPECIAL COURSE

[illegible] innovative new program, called PROJECT FOCUS, will be offe[illegible]o Deer Park Senior High School students next September. It will be a totally voluntary program available, on an invitation basis, to selected students who would benefit from an alternative educational approach.

Some students do not respond, or find value, in the regular high school curriculum. Regular courses and classes do not meet their needs . . . nor, provide them with the specific, direct classroom environment or subject orientation they might find most useful. *Project Focus* was developed to provide these students with another path towards high school graduation.

Some Background

The Project Focus model was developed at a cost of $500,000 by the Roseville, Minnesota, school system. Identified as a national model by the Federal government, the program is now available to us with procedures, plans and mechanics all tried and proved. As a national model, each state has a Title III ''facilitator'' who can provide funds to train teachers for the program. Funds are also available for curricula materials. The program will cost the district $7,392, with $9,058 more coming from federal funds. Deer Park lost more than $80,000 of State Aid last year because of its' dropouts.

The Program

Project Focus would include these areas: English, Social Studies, Physical Education, Health, Work Experience and Family Group. As many as seventy-five students could be involved. The group would meet for three to four hours each day, with credits applied towards a high school diploma.

[illegible] the program progresses, Focus students will have the opportunity to help shape the policies of the courses. Each student will be a member of a Family Group of 10 or 12 youngsters, plus one teacher, who will meet together every day throughout the school year to contribute toward the development of the courses. The Project Focus courses, themselves, will be conducted in such a way that students will be continuously aware of the progress they are making. Other elective courses will be taken as part of the standard high school curriculum.

The Choice is Yours

If your youngster is invited to participate in Project Focus, consider its potential. Participation can contribute to life-long values. However, if you decide not to accept this program, your child will continue in the regular courses for which he is registered.

Deer Park Sets Up Dropout Program

Deer Park—A program aimed at keeping potential dropouts in school is to begin in September in Deer Park High School. Based on a concept developed in a Minnesota school, the federally funded program will be the first of its kind in the state.

It is called "Project Focus" and, according to a student who participated in the program in suburban Roseville, Minn., it works. "I used to commit a lot of vandalism," he said. "I didn't give a damn about going to class . . . I was kicked out of most of my classes. Now, I go to classes. My whole attitude has changed. Focus was a change for the better."

Seventy-five Deer Park students who are on the verge of dropping out of the 11th and 12th grades are being selected for the project.

Focus, a model program of the U.S. Office of Education, first came to the attention of Stuart Silverman, a guidance counselor at Deer Park in 1973. Silverman and others in the school system felt it could help their dropouts. After dozens of meetings between teachers and administrators, the project was approved by the school board in January.

About 100 students pet year have been dropping out of Deer Park High School for the past five years. School officials expect an increase to 120 dropouts next year.

Of the total of 2,100 students, Silverman, along with classroom teachers, will select 75 students with poor attendance records, bad grades and who have managed to convince teachers that they are discipline problems.

Six groups of 10 to 12 students will be organized into "families." The students will choose their own leaders to serve on a "student leadership board," which will govern the group so that students will have a voice in disciplining themselves, Silverman said.

"Families" will meet with a counselor every other day for 90 minutes. Some problems may be solved by a "contract" where, for example, a chronically tardy student may write a contract commiting him to attend school on time for the next 10 days.

Joseph Yantes, a teacher who helped develop the original Minnesota project, said that one student who was selected for the Focus program at Ramsey High School just outside of St. Paul had always acted against authority both in and out of school. Because of low grades the boy felt worthless. He had poor attendance, drank beer and smoked marijuana. He spent two years in the program and got his diploma, Yantes said.

The Deer Park Focus group will attend classes in a relocatable structure separate from the school and will have three teachers. According to Yantes this segregation from the main school may cause students to feel different at first, but he said most potential dropouts are loners anyway. Once involved in the program, "Right away they become a part of a larger group. They feel like people want them," Yantos said. Focus students will rejoin the rest of the school each day for three periods for elective classes.

The program will cost the district $7,392, with $9,058 more coming from federal funds, Silverman said. State aid provides $950 per student for 180 days of attendance. Deer Park lost more than $80,000 last year because of its 105 dropouts one school official said.

2/13/76
Newsday

8 The Times Record, Brunswick, Me., Fri., Jan. 30, 1976

Alternative school planned

Freeport narrows the focus toward high school students

FREEPORT — It's designed as a school within a school to focus on high school students who are capable but unwilling to do their work.

It's designed as a school where low academic achievers and students with disciplinary problems who are sometimes rebellious toward authority would receive more structured, individualized curriculum and attention.

It's modeled after Project Focus schools developed five years ago in Roseville, Minn. as a pilot project. The success of the Minnesota project resulted in Focus schools springing up throughout the West and Midwest, and interest is now spreading to New England. About a dozen Maine school systems are planning to start Project Focus schools next fall, and Freeport has the jump on them all.

[illegible]ur Freeport High School staff members [illegible]ecial services director Marjorie Fallon, guidance counselor Elaina Alberga, resource room teacher Christopher Bowman and science teacher Allen Irish — spent a week studying the Focus techniques at two Minnesota high schools earlier this month.

Their trip was funded by $600 from the State Facilitator's Office and an equal allotment from Freeport School Committee. In return for accepting the state funding, the four Freeport faculty members will serve as turnkey trainers, demonstrating Focus techniques to teachers from other school systems.

Fallon has applied for $1,800 in federal funds to cover materials and staff training to begin a Focus program at Freeport High next school year for between 40 and 60 ninth through 12th graders. She said the program can be implemented without costing additional money by using existing staff members.

The program should be of particular value in meeting needs of "students who, in general, have difficulty dealing with authority," Fallon explained. It's also aimed at building up self-confidence of students [illegible] low self-esteem, those who are [illegible]ually absent or tardy, those who may have been in trouble with the law, students who might otherwise drop out of school.

"This program addresses a social problem," Fallon emphasized. "I think at this time it's critical."

An essential component of Project Focus is "family group" sessions, a class of students who meet with the same instructor for one class period daily to define their problems, establish goals and work toward them, building attitudes along the way. The program also concentrates on improving basic English, math or science skills for students who may generally score low in those academic areas.

Fallon said teams of teachers from Connecticut, Illinois and South Carolina schools attended the one-week training session in Minnesota with the four Freeport staff members. She said the visiting faculty members interviewed Focus students, attended their family group sessions, and sat in on classes.

Although Alberga was familiar with the philosophy of Focus before making the trip to Minnesota, she said the training session gave her a chance to see "how the actual mechanics work." As guidance counselor, she considers the program beneficial to Freeport since "most of the kids that will be in it are kids that for some reason, are not connected" with other students, teachers and traditional classes. "The program will develop a strong but small community of teachers and students — there's no way someone can be unconnected," she added.

Bowman, the resource room teacher who works with handicapped students at the high school, found the program's ephasis on attitude building and individual responsibility as its greatest benefit. "The biggest thing I would hope it would meet in this school is dealing with kids who don't like being involved in the mainstream," he explained.

Irish, a science teacer, was the only one of the four who is not involved with counseling or special services. He said he went for a chance to see an alternative school in operation, was impressed with the structure and amount of discipline in the program, returned enthusiastic about it, and hopes to teach in the Focus program.

Fallon, Alberga and Irish outlined their trip before the school committee Monday night, and found several residents attending the meeting skeptical about its benefits.

Fallon said students will be accepted into the Focus program on a voluntary basis with parental consent, and could possible remain in Focus classes throughout their high school years.

Dennis Lone, a parent, said he agrees with the philosophy to stimulate student motivation, but said he thinks students should later be returned to mainstream classes. "Does it in fact help the child later on?" Lone asked. "Are we just taking our kids and babying them to make sure they get through school?"

High school principal David K. Graham said the program is designed for students who may never finish school unless an alternative is made available to them.

"Some students need more structure. If you take the structure away, they can't handle it," Graham said. "In reality, it (Focus) actually provides more structure for the student than is possible when they're moving from one classroom to another in a seven-period day."

Fallon said students could volunteer for placement in the program, could be referred by their parents, the faculty Pupil Evaluation Teams, high school administrators or the guidance counselor.

About five faculty members will be needed to teach in the Focus program, Fallon said, and they could also teach in mainstream classrooms. The special sevices team will soon discuss the program with high school faculty members and accept applications, select the Focus teachers by March, hold a training workshop with them in April, select the students later this spring, and develop curriculum this summer.

Caroline Below, assistant principal at Mt. Ararat School in Topsham, has also applied for a federal grant to launch a Project Focus program next school year. Below said she thinks the Focus approach would be successful at Mt. Ararat in dealing with students who lack motivation or are unable to take on responsibility for accomplishing school work in an open classroom situation.

A.R.C. 'Happens'

Many Hillcrest students have raised questions and protests over a program tha[illegible]s introduced to our school this yea[illegible]is is the A.R.C. class which is held in [illegible] old counseling area. Students walking past this area during class time often experience a mixture of the Muzak from the office and Deep Purple in the A.R.C. room. Students from time to time notice the entire class separating from the classroom and leaving the school grounds in small groups, by way of students' automobiles.

"The Alternate Resource Center", explains instructor Cal Evans, "is a class for students with average or above average intelligence who have had attendance or behavior problems. It is an open classroom which provides an humanistic educative environment that enables school to be less threatening."

The class, like similar classes at Murray, Brighton, and East high schools, is involved in activities ranging from competitive physical activities between schools (incidently A.R.C. is number one between these schools in soccer) to a recent study of journalism and mass media. Students in the class must receive 4,500 points each term to get a grade. The points may be obtained through exercises similar to those found in all the academic areas of our school. A certain number of points are given for attendence and participation. Students are responsible for keeping track of their points and their work.

A few of their field trips to date are the water treatment, Evans advertising agency, and the Deseret Newspaper Agency. A number of students are currently involved in spending a day with newspaper reporters. "The idea of the program," said Mrs. Joanne Brady, a counselor for the center, "is to work with the students on a more personal level to find whatever it takes to help them succeed."

THE DAILY UTAH CHRONICLE January 6, 1975

Public schools accept 'open classroom' idea

The open classroom, originally an experimental program in Utah's secondary schools, may gain permanence due to the efforts of alumni and members of the Department of Education at the University.

The humanization of the classroom, brought to attention by a paper "Humanizing the Classroom through Inquiry" by Dr. Florence Krall and Dr. Ladd Holt, both of the Department of Education, set today's education in perspective. The humanistic method of teaching, the philosophy behind the open classrooms in Utah, is in contrast to some patterns of the traditional system.

Self-destructive

The thesis states, "The school [illegible]at educates by molding the person to a pattern that is itself only a transitional stage is educating for self-destruction. The school must be in tune with the forces of the world and educate for fluidity and adaptability within a dynamic, changing, but harmonious environment. Schools cannot remove the person from the world nor ignore his basic needs as an individual."

Through efforts of former alumni, many student teachers in the new experimental programs are teaching in the secondary schools in open classrooms.

Cal Evans, alumnus and teacher of the Alternate Resource Classroom (ARC) at Hillcrest High School, pointed out that the type of program at Hillcrest will be used as a pilot program for the remainder of the Jordan School District on a school-by-school basis.

The reason for creating open classroom programs is that some students, because of the rigidity of the traditional system of education, have been "turned-off," resulting in lowered attendance, and often labeled as drop-outs. Also, the potentially creative student sometimes finds the regular programs stifling, and the emotionally troubled student is often without someone who understands.

Evans described the open classroom as "educationally openended, unthreatening, unstructured (no seating charts), fun and good." The humanism is created by both teacher and student interacting.

The teacher learns along with the student and a mutual respect and confidence is built up that contrasts with the sometimes impersonal nature of the traditional system and provides an alternative type of learning.

The new type of classroom has been critized by some educators within the schools as not educational in the traditional sense of education. The open classrooms utilize an educational tool of experiencial learning, where students and teachers, through field trips, guest speakers and high interest activities, actually experience what they are studying.

Environmental example

Evans mentioned in particular a study on the environment and pollution where students sampled water from the Jordan River and determined what happens between the source and some miles down the river. In another unit on mass media, students did their own advertising and put out a newspaper.

The learning experiences are mixed with outdoor physical activities of mountain climbing, soccer, skiing, hockey and nature walks.

Educators involved with the open classroom idea disagree among themselves as to whether a "special" school apart from the regular schools should be created The Jordan District seems to be committed toward classes integrated within the regular school, requiring students to also attend part of the time in regular classes, according to Evans.

Other programs, Highly Involved People (HIP) at Brighton High, STEP at East High, Murray Career Development Program at Bonnieview Elementary and new programs at Granite High and Olympus have been expanding. As one high school student put it, "If it weren't for ARC, I wouldn't be in school."

DEL MAR F. SCHICK
PRINCIPAL

FRED R. WORLTON
VICE-PRINCIPAL

Hillcrest High School
7350 South 900 East
MIDVALE, UTAH 84047

10/20/74

To: Those interested in progress of Alternate Resource Classroom.

From: Cal Evans

Subject: Progress report- September, 1974

September was a busy month in the Alternate Resource Classroom; setting up record files on each student, (consisting of a credit summary sheet, personal interview sheet, past grades, and copy of schedule). We started our first study unit on water and how we use it, visiting water treatment plants, sites on Big Cotonwood Creek, sewage treatment plants, and finally having a guest lecturer from the Bureau of Reclamation come to talk about the role of the Bureau in Western development. We also started an individual reading program using books from paper back bookstores that students picked themselves, and magazines. We have also had time to become the first place soccor team of all the "Open Classroom" programs in the area (Brighton, Murray, East, and Hillcrest).

Students in the A.R.C. have accepted the class quickly and positively, responding well to the daily point system they must maintain each day for credit in the class. Points are allocated for attendance, participation, and extra work, (1000 is needed each quarter for an "A"). This positive attitude is reflected by an encouraging ADA of 92% for the first 23 days of school (61 students, 1,403 possible days, 113 absences). The class has adopted the attendance policy of no credit after 10 absences; suspension after 15.

A night tutorial program is on the drawing board for October which will, with the help of regular classroom teachers, give students the opportunity to salvage as many credits as possible after deficiency reports have been sent out. The program is scheduled to start Wednesday, October [illegible], 1974.

With Winter closing in, October finds us studying "Mass Media", beginning with the business that pays for it all, advertising.

Sincerely,

Cal Evans

Cal Evans
A.R.C. instructor

COUNTY

Easing conditions

★ Problem students relax - and - learn in a converted bus garage in Columbia Station. Page 24.

THE JOURNAL

The leading paper in Ohio's Golden Crescent

LORAIN, OHIO, SATURDAY, DECEMBER 11, 1976

"We're Not Sweathogs," These Columbia High Students Say

FOCUS: A Relaxed Way to Rescue the Poor Student

By JEFFREY MERVIS
Journal Staff Writer

COLUMBIA STATION — "We're not sweathogs, and we don't want other people to think of us that way.

"We're part of FOCUS, but we're also part of the regular high school."

John Gresh, 17, plans to graduate in June from Co[illegible] High School. But he guesses that he nev[illegible]uld have completed his education without the help of a program which began last year at his school.

"These kids are not dumb," says Robert Abbey, guidance counselor and project director. "But somewhere along the line they've decided that high school has nothing to offer them.

"WITH FOCUS they don't have to sit in a room for 55 minutes straight with their hands crossed and their eyes riveted to the teacher. There are rules, but they allow for a little more freedom and social interaction than what is permitted in a regular class."

There are 20 teenagers in the FOCUS program, which was started three years ago in St. Paul, Minn., and since then has been adopted by more than 30 schools throughout the nation. The heart of the program is a former bus garage that has been converted by the students into a classroom and lounge.

Students spend part of the morning there studying math and social studies with regular faculty members Ed Bak and Bob Roberts. During the lunch hour they attend a creative arts class taught by Greg Mortus in the school shop.

On[illegible] twoce a week they meet with Abbey in [illegible]milies" to share common problems and role - play various social situations. The rest of their day is spent taking required or elective courses such as English, science, American history, gym, or music.

STUDENTS join the program voluntarily after being recommended by teachers and administrators. Parents must give their approval before their children may enter.

While each case is handled individually, Abbey notes that most of the students share several school - related problems. Among these are:

—POOR attendance;

—LOWER THAN normal grades;

—OVERLY aggressive or completely passive behavior;

—REPEATED failure in the same course and little desire to improve;

—LACK OF social skills and a poor self - image;

—DISLIKE of all authority.

Students earn points for attending class regularly and completing assignments, which they do at their own speed. Teachers move around the room answering questions, checking homework, and solving problems that come up.

Ten straight days of good work wins a student a "free day" to relax in the lounge or talk casually with friends. The constant chatter in the room, in fact, shows that the program is working properly.

"MOST OF these students don't know how to relate to other people," Abbey points out. "They have grown accustomed to failure, and they shy away from any contact with people in fear of failing once again.

"Critics might point to the coffee pot in the corner, the lounge, and the loud voices and question what we're doing here," he says. But I'd defend that aspect of the program because it gives them some of the skills they'll need to deal with the outside world."

Students also seem to work better in the relaxed atmosphere and personal attention shown them.

"I flunked this course once," says a 15 - year - old boy who was working quietly in an algebra textbook. "I just couldn't keep up.

"But now that I can work things out my own way, it's pretty easy. If I run into problems, I just ask Mr. Bak."

Some students use the added freedom to avoid doing their work. Abbey says that the staff tolerates an occasional "down day" from teenagers, but adds that the person is dropped from the program [illegible] the situation persists.

OFFICIALS limit to 20 the number of students in the program at one time to insure that each one can receive individual attention. Students on a waiting list enter FOCUS as other students resume a regular schedule.

"We are not trying to develop an alternate school where kids enter as freshmen and remain until they graduate," Abbey stresses. "Our goal is to have no seniors — in other words, to work with the kids when they first come to us and phase them back into the mainstream after one or two years in the program."

The school district has received a $2,000 grant from the Ohio Department of Education to write a training manual which other school systems can use to start their own FOCUS program. The state has received $50,000 from the federal government to help develop special guidance programs.

allantois

Issue 8 Vol. 66 January 19, 1976

by Annette Rayl

A new system of alternate classes has been established here at Hutch High.

The new system is held nightly, Monday through Thursday. Classes offered are American History, American Government, English and math, all of which are required to graduate.

All classes are set up on a sort of "honor system". The pupils have to do their own work during class. Each has his own individual assignment. If he fails to come, he doesn't receive credit for that hour. As Nancy Vetter said, "People can occupy a chair but they don't have to learn."

Even with the above stipulation, there are no discipline problems. Most of the students in these classes want to be there, so there are no problems. Furthermore, referrals are obsolete.

Classes are arranged so that the alternate school student's receive the same amount of credits as day students. Each class lasts 2 and one half hours. Sixty hours equals one half credit or one semester.

One part of each two and one half hour class is used to discuss anything the students wish to talk about. In this way, they are able to voice their own personal opinions. They are not allowed to hurt any other person's feelings. Also, they can also refuse to say anything when they don't feel like talking.

Teaching the classes are two teachers from Sherman, one from Central, and three from our school:. Kermit Menzies, Shirley Frank, and Nancy Vetter.

All seem to be pleased with the students and their attitudes. The responsiblity of learning has been transferred from the teacher to the student. Vetter said the way the students want to learn is wonderful.

If anyone wishes to learn more about the classes, feel free to visit Nancy Vetter in C-Guidance or Shirley Frank, A-Building typing.

COMMUNITY RESOURCES
IDENTIFICATION AND INVOLVEMENT

TM/Section I/B-4

State, County and Local Corrections Departments

Courts, police, probation officers and institutions for incarceration are viewed with fear by many people. We have learned that our greatest assistance has come from cooperating and working with these agencies. Each member of our staff is a Voluntary Probation Officer who often accompanies and represents in court the students who are in trouble with the law. In this way, we have been able to recommend what we feel to be the most desirable disposition of each case. The judges have been very positive toward our recommendations.

Our involvement with the courts gives us access to extraordinary possibilities for youth such as "outward bound" experiences. The interest and aptitude assessment and training opportunities offered by the Minnesota Division of Vocational Rehabilitation has provided many services to our students. We discover more and more of these special options available to disaffected youth through our continued work with the court system.

Regular probation officers find it convenient to come to the school to confer with both probationees and teachers. We feel that we can deal more effectively with the student and his/her problem when we have all the information and cooperation that these conferences produce.

In the event that a student is incarcerated in an institution, we communicate with the officials in charge so that the student may continue his/her education in a consistent manner. A member of the staff also visits the student at the institution.

Welfare

The Ramsey County Welfare Department makes available a variety of services for young people who need help. Some of our students need a

COMMUNITY RESOURCES

Because Focus staff are involved with the students total life, situations often occur when it is more effective to refer the student to a specialized agency for services. Focus staff are not expected to, nor should they attempt to, provide every service required by their students. Focus staff members can be most effective by becoming proficient in the recognition of problems requiring special services and becoming familiar with resources available to fill these needs. Initially a good rule to follow is to "identify the problem behavior" (student has become apathetic, sleeps in class, etc) with onset of behavior change recorded along with intervention action taken and results observed. Never attempt to "diagnose the situation" (drug problem, family problem, etc) when discussing the problem with the student, parents, or other staff members. If the problem persists action should be taken to obtain outside assistance as appropriate. Following are some of the agencies available to provide services to young people and their families.

Community Involvement

A program like Focus survives only with the support of the community. Students' parents, parent groups, local businesses, churches and community organizations have the potential to provide many youth services. They can provide directly or indirectly diverse things such as jobs, materials, temporary residences, lobbying efforts, support for projects, special activities, recreational facilities, ombudsmen, etc. A Focus program has an opportunity to activate many potential energies of a community in the interest of serving youth.

permanent or temporary place to live. These students can be placed in group homes supervised by the Welfare Department. The Department also assigns social workers to counsel and guide unwed mothers who need help. Some other services offered are family counseling, mental health and drug counseling and treatment. The St. Paul Public Health Center offers medical testing and services. The County Welfare Department is an excellent source of information regarding existing programs that can be helpful to young people.

Private Agencies

Almost all private agencies depend to an extent on public agency referrals and public resources. This insures that public agencies such as the court system and Welfare will have at least some information about most of the private agency offerings. Unfortunately, this interrelationship cannot insure the quality of a particular agency's care or the appropriateness of a referral to that agency.

In searching for an agency to meet the needs of an individual, a good first step is to contact your Welfare Department agent with a description of the needs and the desired treatment. The agent can then tell you what is available and how to proceed. It is good policy to collect and file as much information as possible from the treatment agencies and from other case workers and probation officers for future reference. The client can then have an opportunity to view the available options with your recommendation. He/she should then be able to choose the agency best suited to his/her needs.

It is important to build relationships with key people within the agencies to make the referral process work faster and more efficiently. This is particularly true with very large agencies such as County Corrections and welfare organizations.

We also use many private agency services. The Wilder Foundation Clinic does diagnostic testing, and offers individual and family counseling. Alcoholics Anonymous, Alateen and Alanon are very helpful for alcoholics and/or their family. Friendship Hall of the Union Gospel Mission offers individual and group counseling. Arlington House is a supervised activity centered group home. Jamestown and New Connections offer a group home atmosphere for young people who are having serious problems with drugs and personal adjustment. McCrossan's Boys Ranch in Sioux Falls, South Dakota, offers a highly structured program for young people who need such a plan.

Private referral services, such as 24 hour phone hot lines and agencies that catalogue referral services, can offer direct and indirect aid to students.

In conclusion, we would like to reiterate some important points. Be supportive of other agencies -- find key people to facilitate referrals -- give students and their families information to choose knowledgeably the services which they will use.

STUDENT-PARENT INVOLVEMENT STRATEGIES

TM/Section I/B-5

STUDENT-PARENT INVOLVEMENT STRATEGIES

Introduction

"American children spend twice as much time with other children as they do with their parents. This age segregation compounded by the long hours American children spend watching television, produces increased alienation, indifference, antagonism, and violence on the part of the younger generation."[1]

This is further compounded by the school institution which favors passive learning in the traditional classroom. Because of this, schools further promote alienation.

To counteract this condition, Focus has developed several strategies to implement both student and parent involvement. Most disaffected students do not want to become involved in social activities within the school setting or with teachers on a social basis. Therefore our major emphasis is given to providing students, teachers and parents with socially meaningful roles.

Strategies for Socially Meaningful Roles for Students

1. FAMILY

The Family utilizes the peer group to encourage positive youth development. In Family the peer group's influence is guided to deal with the problems causing student disaffection. Helping a young person with problems requires that he develop feelings of self-worth, of significance, of importance and closeness to others, of dignity, and of desire to help others. These experiences include opportunities and challenges to be of service to others and to positively express group approval for being of service. It includes examination of one's own behavior in relation to the reaction of others in an atmosphere where group intent is to help and not to hurt. By directing the influence of group peers, the skillful group leader is able to help a given youngster deal with his/her problems.

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[1] Dr. Urie Bronfenbrenner as quoted in Parade, May 28, 1972, page 21.

2. WORK EXPERIENCE

The work experience program in Focus plays a unique roll. The major goal of work experience is to develop the basic skills and attitudes necessary for employability. The Focus teacher-coordinator uses work experience as the bridge between school and work. The work experience job placement is seen for those students who are making progress in the Focus program as a method of gaining a meaningful role in the world of work.

3. STUDENT GOVERNMENT BOARD

Focus has a leadership board which is composed of students selected by their peers for their leadership, commitment to others and the program, and good judgment in most matters. The board meets for the purpose of making recommendations and decisions about various aspects of the Focus program. The board resembles student council in a way, but deals with a larger variety of concerns and has more power.

4. INDIVIDUALIZATION

Individualization is very important in Focus. It is not simply a curriculum tool, it is a philosophy of how to treat people. It extends beyond the typical individualized curriculum to include ways of dealing with all aspects of a student's needs. School failure is a cause for behavior problems, feelings of worthlessness, and low self-concept. As much as possible in Focus, we treat kids in a way to add to their feelings of success and self worth. Because we deal with the individual's total life as well as school work, individual consideration extends to matters such as time structure, discipline, rewards, attention giving, confrontation and problem resolution.

5. STUDENT INPUT ON CURRICULUM AND MATERIALS

Student evaluation of curriculum and materials can be beneficial to both teacher and student. A teacher can gain insight as to which materials are effective in the learning process. The student has a feeling of worth because he/she has had a part in determining what is learned.

6. COMMUNITY ACTIVITIES

Education is often divided into two areas: task orientation and group maintenance. In most traditional schools the emphasis is on task orientation and group maintenance has been neglected. In Focus we have found that with disaffected students, group maintenance is a necessary device to be used in order for any task to be completed.

To facilitate this it is necessary for teachers and students to have social and/or learning activities outside the school setting. This allows two major things to occur:

1. Student and teacher can see each other in a different role.
2. A different perspective allows them to operate and cooperate more fully in classroom tasks.

Some examples of group maintenance activities are:

1. Field trips to mutually agreed upon sites.
2. Picnics at lunch time/lunch together

3. Recreation activities (skiing, bowling, camping, volleyball)
4. Career Exploration activities
5. Educational assignments in community.

7. STUDENT INVOLVEMENT IN FOCUS PROGRAM

The main rationale for having student involvement is based on the fact that during adolescence the peer group is probably the most powerful single influence on a youngster's behavior. Peer group influence may be used in a positive way which benefits both the student and the program. During the year, Focus students have:

a. Tutored other students
b. Guided visitors visiting the program
c. Represented their programs when visiting other schools
d. Participated in interviewing prospective students and staff
e. Serviced on the District Advisory Council

8. PARENT INVOLVEMENT

Since Focus is concerned with the development of the whole person, it has to take a special interest in the students parents because they are such an important part of his/her life. When a student is selected to participate in the Focus program the parents are contacted to explain the program and to gain their agreement for their son/daughter to participate in the program. The Focus staff communicates as frequently as possible with parents through telephone conversations and individual and group meetings. Parents can expect the Focus Staff to maintain close communication with them and to respond to the concerns they may have about their children. The Focus staff is trained to assist with family counseling, problem solving, and referral service when necessary. Most parents of Focus students feel Focus is effective in bringing about positive attitudinal and behavioral changes in their children.

STAFF SELECTION

TM/Section II/A-1

SECTION II

FOCUS OPERATIONAL AIDS

A. Staff Selection

1. Staff Selection Guidelines
2. Example Job Description
3. Burn Out Theory
4. Role of Family Leader
5. Substitutes

B. Student Selection

1. Student Selection
2. Admission Forms
3. Focus Program Schedules

C. Literature Resources

D. The Family Group

1. Introduction
2. Family Group Outline
3. Family Group Concept
4. Family Group Process
5. The First Three Weeks
6. Keys To Dealing With Disaffection
7. Developmental Stages Of The Focus Family

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IDENTIFICATION AND SELECTION OF FOCUS STAFF

The goals of the Focus program are to reduce student disaffection with school and learning, to build a classroom culture that demonstrates the caring principle, to improve the students background of basic skills, to improve each students ability to relate effectively with peers and adults, and to give each student a reason to feel self-worth and hope for the future. In order to implement these goals, the selection of staff is highly important to the success of the program.

Job Description: All Focus staff members must have real concerns and commitments for each student in school and outside of school. Focus staff members must be aware of the student's relationships with other teachers, administrators, students, family, friends, employers, and other authority figures.

The staff becomes familiar with the student's past history and tries to keep informed about what is happening to the student in school and in his home and community. Each student is assigned to a specific staff member who is available to him 24 hours a day. If at any time one staff member cannot be reached, each of the other staff members is available to perform the same function. Each staff member is also a Volunteer Probation Officer and is frequently assigned to work with students who become involved with the Court System.

Each teacher is responsible for developing methods and techniques within his/her discipline to use in the program and to share with others outside the program. Each staff member serves as a Family leader which requires training, background, and/or experience in human relations techniques, group and individual counseling, crisis intervention, group process and dynamics, and a well developed ability to recognize and deal with today's adolescent problems.

Identification and Selection of Staff: In the three years that the Focus program has been in existence, we have identified some qualities that help a teacher to be successful in working with the disaffected.

A successful teacher of disaffected students must perform numerous roles, and in order to successfully implement designated goals and objectives, an interdisciplinary team teaching approach is required. In order to do this one should have some or all of the following qualities:

1. Genuine concern for kids.
2. Flexibility in thought and action
3. Emotional stability
4. Able to operate for periods of time with no "positive reinforcement" from students
5. Able to give and receive feedback
6. Able to deal with abusive behavior
7. Ability and willingness to use other resources
8. Imagination
9. Energy
10. Good health
11. Able to organize and individualize
12. Able to give and receive affection and warmth
13. Sensitivity to subtle clues and messages sent by students

Staff Turnover and Replacement: If the Focus model is to be continued as an ongoing program, some strategy for the training and replacement of staff must be devised. Turnover in program staff is inevitable, and proper training and careful staff selection are essential to insure program continuity. There are some considerations in replacement of staff that are paramount. A complete job description is the foundation. The program staff must have input in the hiring process because of the intensity of the team effort. Funding must become of a nature that will be reliable and predictable. Training and support must be instituted in order to help the new staff member cope with the demands of the job. Finally, because teaming is an integral part of the Focus approach, ways must be designed to incorporate the staff replacement member into the existing pattern of functioning.

EXAMPLE JOB DESCRIPTIONS

TM/Section II/A-2

FOCUS STAFF SELECTION GUIDELINES

Selection--

Look beyond academic credentials. Go beyond interview as some people who interview well only have ability to talk a good game. Check personal references carefully. It's often difficult to get rid of a bad choice.

Check prospective staff out for the following:

1. Works well with kids
    - a. is realistic
    - b. is able to set expectations and follow through on them
    - c. sets limits and handles discipline comfortably
2. Works well in a group situation. (Loners don't survive in this situation.)
    - a. can accept criticism
    - b. doesn't have to always be "up front." "I" complex.
    - c. can share failures and victories with others.
    - d. communicates openly and honestly.
    - e. not easily upset. Stable, reliable personality who accepts crisis relatively calmly and is able to keep brain in gear.

If a staff member is not working out give it the same openness and chances you would a student. It it's still not working try to move the person out -- some people can't survive in this type of situation no matter how much they want to. It requires a close relationship among staff to make this beast called "Focus" work.

Cohesiveness is hard work.

Avoid natural temptation to "overdo" yourselves and put down others.

Avoid any impulsive decisions regarding program changes. Give careful consideration and evaluation.

Remember, "Focus" is not for all students. You still can't "walk on water." Keep your expectations within reality. You'll have many "I quit" days. Learn to look for the small victories and recharge your batteries -- help each other.

Don't be defensive -- let people know what you are doing, but remember the fact your program exists makes you creditable. Don't antagonize non-believers.

Conflict and friction among staff will occur -- handle it as it comes and go on from there. Staff should try to function as "family group" -- meeting daily if possible.

The Focus staff forms a very important group for solving problems. This group is for the primary purpose of solving problems relating to the Focus program. A Focus staff member should not expect the group to spend a great deal of time meeting his individual needs.

Try very hard to practice the philosophies and behaviors you work so hard to teach kids. Not just with kids but with each other.

Job Description - FOCUS Coordinator

Hand schedule - 65 students

Search for total credits for each student

Conference with each student to determine credits and classes required for following year

Master schedule all classes in Focus

Schedule each student into Focus and mainstream classes

Reschedule if students drop classes

Schedule new students

Make all schedule changes required for students during the year

Administrative Liason With Mainstream

Bi-weekly formal and other informal meetings with principal

Frequent (weekly) meetings with assistant principals

Monthly meetings as Department Chairman

Monthly meetings with Special Education Directors

Monthly meetings with Director of Special Education

Bi-monthly meetings with Director of Secondary Education

Discipline

The school referral process requires written notification to parents if students are in danger of losing a class. Focus has adopted a specialized referral process based on problem solving strategies outlined by Glasser and Gordon. The director is responsible for the administration of this process. (See attached Focus Problem Resolution Form in Family Section)

Written notification of problem

  Letters for 1st, 2nd and 3rd referrals

Student conferences at 2nd stage of process (Plan A)

Parent conference at 1st and 2nd referral levels (letter home)

Conferences with mainstream administrators about student problems in mainstream classes and outside incidents

Budget

Compilation of textbook, supplies, equipment budgets

Meetings with principal to finalize budget

Meetings with Special Education Director to negotiate special education supplementary funds

Teaching Duties

2 Family classes

1 Math class

1 Introductory Psych class

1 Free hour for administration function and direct supervision of math class monitored by Instructional Aide

Supervision of Staff

Schedule and supervise staff time

- 1 instructional aide (written evaluations of performance)
- 1 clerical aide (written evaluations of performance)
- 3 certificated teachers

Chair and provide agenda for one formal staff meeting per week and one informal staff meeting per week

Evaluation - yearly

Compile and write an evaluation for school year

Develop goals and objectives

- Provide and distribute instruments for measurement (to students, parents, faculty, grads)
- Collect and evaluate data
- Write summary of results and submit to Director of Special Education and building principal

Miscellaneous

Special Education responsibilities

- Bi-yearly written statement of program philosophy, referral process etc. (See attached Section Leader description)

OUTLINE OF POSSIBLE DUTIES OF FOCUS PARAPROFESSIONALS

CLERICAL

1. Duplicate materials for teachers use.
2. Typing curriculum materials. (Worksheets, contracts, etc.)
3. Typing general program correspondence.
4. Set up and maintain filing system.
5. General reception and office management duties.
    a. Maintain ongoing program calendar outlining staff meetings, program visitors, parent conferences, etc.
    b. Assist in coordination of agenda for staff meeting.
    c. Supervise telephone use. Control student use. Take messages, etc.
    d. Pop machine management. Treasury records, appropriate use by students, etc.

ATTENDANCE & TARDINESS

1. Collect all attendance information 1st hour.
2. Record and submit appropriate forms to Attendance Office.
3. Make phone calls to absent students homes:
    a. Keep daily record of contacts made, with whom, reason for absence.
    b. Keep record of absences as excused or unexcused.
    c. Keep record of tardiness. Students should check in with staff responsible when they arrive late. Should check in to FOCUS staff if 1st class is in FOCUS rather than usual attendance office.
    d. Check attendance on all students scheduled outside of FOCUS during 1st hour scheduled in FOCUS.
4. Check student attendance in all areas (including outside classes) if student is on a LEADERSHIP BOARD CONTRACT for absence or tardiness.
5. Prepare slip giving student absent with reason for absence and distribute to appropriate staff.
    a. All FOCUS staff
    b. Other staff designated.
6. Record and submit attendance on Quarterly Computer Cards.
7. Keep record of hourly attendance in FOCUS for Free Day records.

FREE DAY RECORDING

1. Keep daily record for each student on cumulative attendance for Free Days earned.
2. Make set policy to earn Free Days and be consistent. (Usually student must have one day perfect attendance in all FOCUS classes with no tardiness or truancy to earn one point toward free day).
3. Hand out Free Day Form to students wishing to take a Free Day off.
4. After the form has been signed by all teachers (including outside teachers) it should be returned to FOCUS person responsible 24 hours before date requested as Free Day.
5. Record Free Day taken on students individual record. (These records can be kept in loose leaf notebook for additions and deletions to be done easily.
6. If a mainstream teacher does not feel the student has earned this privilege from his/her class they may deny it and state reason on free day form so FOCUS staff are aware of problem.

POTENTIAL FOCUS STUDENTS

1. Arrange schedule for visitation to FOCUS PROGRAM to include:
    a. Hourly classroom and Family Group visits.
    b. Meeting with STUDENT SELECTION COMMITTEE.
2. Schedule meeting with staff to discuss FOCUS decision.

NEW FOCUS STUDENTS

1. Administer all pre-tests necessary for evaluation process.
2. Give friendly orientation to FOCUS and answer any questions student may have about the new program.
3. When testing is completed arrange permanent schedule.
4. Record student schedule in FOCUS records and distribute schedule copies to appropriate staff.
5. Compile packets to be used for new students. Should contain all pre-tests and information forms for the student.
6. Initiate individual records and copy cumulative records for FOCUS file.

SUBSTITUTES

1. Help orient new person to FOCUS.
2. Assist in hourly attendance.
3. Assist in material preparation for classes.
4. Be somewhat familiar with curriculum materials each teacher uses in case of immediate emergency where teacher has no time to direct situation.
5. Offer assistance if discipline or other problems occur.

LEADERSHIP BOARD

1. Advisor or co-advisor role.
2. Keep records of action taken by board.
3. Present record fact sheets on students appearing before the board to the Board Chairperson prior to meeting.
4. Help members collect data regarding student behavior relevant to individual LEADERSHIP BOARD CONTRACTS.
5. Keep attendance records for Board members.
6. Assist chairperson in developing agenda for each meeting.

FAMILY GROUP

1. Actually lead a family. Take same responsibility as all other Family Group leaders.
2. Become co-leader of a Family Group. Areas of responsibility agreed upon between co-leaders.

SELECTION COMMITTEE

1. Committee advisor or co-advisor. Responsibilities would include:
    a. Selecting students for committee.
    b. Interviewing new students with committee as necessary.
    c. Schedule and attend quarterly meeting with committee to evaluate status of members. Members should be more responsible and have a positive involvement in FOCUS as they become models for new students.
    d. Plan committee reward activities periodically.

ASSISTANCE IN THE CLASSROOM

1. Give individual assistance as necessary.
2. Assist during small group activities.
3. Supervise activities to allow teacher to deal with problem student one to one.

I'm sure there are any number of additional ways paraprofessionals can be used within the FOCUS Program, these are some that have been tried by various programs and have been successful. As you come up with some new activities I'd appreciate your sharing them with us.

BURN OUT THEORY

TM/Section II/A-3

STAFF BURN OUT THEORY

Do a lot of the FOCUS staff"burn out" rather quickly from the frustration of working so closely with a "problem" population that is so emotionally and physically draining? This is one of the most frequently asked questions during FOCUS presentations to potential adopter staff so we decided to try to find an answer. To do this we asked FOCUS staff from programs that have been in operation two or more years to furnish us with some statistics and general feedback. From this information we were able to make the following conclusions in regard to this question. There is a staff turnover in FOCUS programs and in terms of overall staff turnover it is very low. Of the staff leaving FOCUS we were able to identify two separate categories that have like characteristics.

STAFF LEAVING FOCUS AFTER ONE YEAR OR LESS IN THE PROGRAM

This group had the smaller numbers of the two groups. Reasons stated for leaving were most often personal, I simply can't work with these unappreciative kids any longer, I can't deal with the frustration of feeling totally ineffective, I want to teach not babysit. Some of these people were asked to leave by others in the program due to inability to apply FOCUS strategy consistently, inability to become a cohesive team member, personal problems which left them totally unable to cope with the situation. This group was largely made up of non-professional staff. Often they were program aides who were transferred into the program with little or no understanding of the goals or philosophy of FOCUS and no real input into their placement in the program. Staff felt that these people were the victim of circumstances and most programs have instituted policy that would not allow this practice to be repeated. FOCUS staff members should be a part of the screening and interview committee for all positions in the program. The applicant should understand the program fully and be aware of what their role would demand of them. The need for additional training to carry out their role should be defined and arrangements be outlined to provide such. We feel the turnover in this staff group was due to lack of a well defined hiring procedure with appropriate staff involved rather than "burn out".

STAFF LEAVING FOCUS AFTER TWO OR MORE YEARS IN THE PROGRAM

The reasons for leaving most often cited by this group were; returning to school, promotion to an administrative position, a desire to try something different, and pregnancy. These people all showed anxiety at leaving something they had a strong sense of ownership in and were concerned with the ability of their replacement to be effective with their students. They were eager to be involved in the screening and interviewing process to help select the new staff whenever possible. They all stated they felt strongly that they would have made the same decision regardless of where they had been working in the school. We feel this turnover was due to the normal growth and desire for change or advancement that occur in any work force and not due to any individual "burn out"

We feel this information would support a conclusion that FOCUS teachers are no more likely to experience "burn out" than their counterparts in the regular classroom. After the first year of operation the program becomes more stable. Due to the return of experienced students who are able to take on more responsibility and interact positively with their peer group the emotional and physical drain of the first year decreases for the FOCUS staff. Staff now find they have time to seek answers to some of the problems they feel need to be solved. The second year also brings some personal reinforcement from students and other staff. Positive comments from administration, parents and community members and agencies are heard. FOCUS begins to represent a warm, comfortable place for staff as well as students as they begin to pull together. The down days are less frequent and staff begins to have more time to recoup between them.

There will always be some staff turnover in any program and FOCUS is certainly no exception, therefore, a plan for selection, orientation, and inservice training should be an important part of every program. We can learn a lot about how to make a new person in our midst feel comfortable and accepted through watching our students welcome new students or visitors to their FOCUS program!

ROLE OF THE FAMILY LEADER

TM/Section II/A-4

ROLE OF THE FAMILY LEADER

To Be or Not To Be

The psychological reaction of a teacher who is about to become a family group leader is usually a combination of anticipation and fear. Teachers look forward to the development of a meaningful relationship with the students in their group. Teachers often anticipate the rapid development of a cohesive family group where the participants are open, warm and helping toward one another. Teachers often fear that they will be unable to successfully form a cohesive group. Teachers fear relating to a hostile group of teenagers.

These feelings of anticipation and fear are natural. Most teachers entered the profession because they enjoyed relating to youngsters. Many found that the constraints placed on their role by curriculum development and organizational demands mitigated against their developing meaningful relationships with youngsters. Some teachers found that even in the classroom setting positive relationships did not develop with students because so much time had to be spent on class control and discipline. Some teachers found that they simply could not understand the behavior of many kids. After a few years' experience, some teachers found that they no longer enjoyed relating to youngsters because youngsters can reject, hurt and disaffect. Family group leaders expose themselves to this pain that students may inflict, but they also open themselves to the beauty of the development of a meaningful human relationship.

Before a teacher agrees to lead a family group he must accept the fact that the experience will be both painful and rewarding. A good family group leader will experience the frustration inherent in caring about a youngster who doesn't seem to care about himself. The leader will feel baffled at the undue rejection and anger directed at him by some youngsters. He will feel confused as he is caught in the web of manipulations and games used by his group members to help them cope with their lives.

Along with the pain there is the reward, but that reward is intrinsic--not extrinsic. If the group leader expects his students to love, honor and obey him simply because he is such a wonderful, understanding, feeling human being, he is in for a shock rather than a reward. If the group leader expects his students to meet his personal needs for love, esteem, and self-worth, he will be hurt rather than rewarded. However, if the group leader expects to help youngsters learn to better understand and accept themselves and others, learn better ways to cope with their environment and learn to influence and control their own performance, then the family group experience will be very rewarding for the leader.

The leader's goals have a great deal to do with the success of the group. The leader must have goals and objectives for each student as well as for the group. The leader must place his goals for the students above his own needs. This means that the leader's goals for his own self development must be ordered so that they better reflect the needs of his students. The leader works at developing those skills which will encourage the growth and development of the group members not just those skills which will personally benefit himself.

Every leader must be aware of the fact that he is personally responsible for what happens during group meetings. Group process can hurt youngsters as well as help them. The group leader does not allow the group to force a member to expose personal or confidential information about himself or his family. The group leader does not allow a group member to introduce such information to the group under any circumstance unless that information is germaine to a given point. Family is not a therapeutic group but a learning group. The leader has the responsibility to protect each youngster from the group and from himself.

The best method to assure adequate protection for each group member is to keep the group focused on what is happening between the group members themselves and on what is happening to the members in the school setting. Students will often attempt to explain their behavior by assigning some of the blame to their parents or other people outside of the group. The group leader does not allow this to occur. He holds the youngster responsible for his own behavior.

Discussion of community and home attitudes and events are appropriate for group discussion if they are kept in the context of how different people react to different experiences. Highly personalized disclosures are not appropriate unless they relate to events which effect all group members. Group is not a setting for psychological exhibitionism.

The leader will soon learn to protect the group members because the group will expect this behavior from the leader. The group will have some other expectations of the leader. The group will expect him to be present at all sessions and to be interested in each member as well as in the group itself. The members will expect the leader to help them learn to help themselves and each other. They will expect him to be the leader.

Initially new group leaders tend to either dominate the group or passively let the group run its own course. Neither of these approaches is effective. The dominant group leader turns the members off because he talks too much. He has something to say about everything and since he is the leader he cuts off others from speaking. The leader who tries to dominate a group is usually afraid that the group will fail and is doing everything in his power to be sure that something is happening at all times. There are times in a group's development when nothing seems to be happening; kids don't have problems every day. It takes time for students to learn to trust each other and learn to share problems. If the leader dominates the group the kids will not be able to test out their relationships with each other and the group will fail to develop cohesiveness.

If the group leader is too passive, he will not be in control of the group. Some group members will then be able to manipulate the group, the leader and each other. Aggressive, manipulative members will attempt to destroy the group by attacking individuals and preventing a group trust relationship from developing. Insecure youngsters will become anxious due to the lack of structure provided by a passive leader. Some manipulative youngsters will skip group sessions in an attempt to motivate the leader to become involved individually with them. With tender, passive leadership, the group will usually not develop beyond the manipulative stage. Passive leadership is no leadership at all for adolescent groups.

What To Be

The role played by the group leader is not that of group dominator or observer nor is it that of GURU. The group leader is a teacher. His primary objective is education. He teaches not only by pointing out to his students how their social behavior affects their lives but also by demonstrating positive social skills through his own behavior. Part of the role of group leader is to serve as a model for the young people in his group. He is someone whose behavior can be observed and modeled by the students. If the group leader is open with the students, they learn that it is permissible to be open with each other. If the group leader expresses his emotions directly and honestly, then his group members are likely to do the same. If the group leader shares his personal concerns for the group, then the group is likely to share its personal concerns with the leader.

The group will model the leader's behavior if the leader demonstrates three basic characteristics: competency, power and nurturance. To improve the chances that modeling will occur, the leader must demonstrate that he is first of all competent. He demonstrates his competency by being in control of the group and by appearing to be in control of his own life. The leader conveys the attitude that he has something worthwhile about life to teach his students. The leader conveys the message that he has some possible answers to the questions which bother teenagers.

Second, the leader demonstrates his "power" by feeling free to state his opinions, feelings, beliefs and attitudes and by his willingness to confront and deal with group members who attempt to manipulate the group. The proper use of "power" seems to be the most difficult concept for most group leaders to learn to use effectively. It takes experience to learn how much "power" to use in a given situation. The confrontation and protective skills that fall under the power label are not abrasive. These skills are used in a quiet, passive low-keyed manner. There is a quiet firmness in the proper use of power--no attacking, no brutal confronting, no inquisition. The leader is more like "Caine" in "Kung Fu" than like "Archie" in "All in the Family." The effective adolescent group leader is a benevolent despot. He conveys feelings of warmth, care and concern along with the attitude that he is the boss. Occasionally an abrasive personal confrontation has its place in group work; however, strong confrontation tends to elicit strong defensive reactions from students.

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Power used without nurturance increases student disaffection. Power and nurturance are so interrelated that it is a difficult task to learn to balance them properly.

Third, and most important, the leader is nurturant. He demonstrates by word and deed that he cares about the youngster in his group. He feels free to nurture when nurturance is needed. The attitude of the leader is one of warmth and nurturance, not one of criticism and sarcasm. This attitude has to be conveyed through the leader's behavior as well as word. Saying one cares is not as powerful as demonstrating that one cares. Many adults tell youngsters that they care but few demonstrate caring behavior. The student learns through the leader's actions that the group leader really cares personally about him and cares enough to protect him not only from the other members of the group but also from himself. The leader confronts deviant behavior but does it in such a way that the youngster learns that it is his behavior that is rejected not his person. Separating the youngster from his behavior is often a very difficult task and requires a great deal of experience before it can be done effectively; however, it is imperative to group leadership.

One or two of these three factors is not enough. All three are necessary and all three must be in balance. The balance differs for each group and for each individual youngster. It takes time and experience for the leader to learn to effectively use these three factors. The leader must take the risk of being willing to experiment with different usage of all three components if he is to learn to be an effective group leader. If the leader conveys by his actions not just his words that he is socially competent, kids will want to model after him. If the leader is powerful and nurturant as well as competent, kids will model after him.

Control of Group Anxiety

Students' defensive behavior often keeps a group leader from experimenting with his role. The students' defensiveness often makes the group leader anxious, which in turn makes him defensive (just like the youngster). Students' defensive behavior often scares the leader because defensive, manipulative behavior is difficult to understand. Initially, the group leader does not need to understand this behavior. He needs only observe it. Through observation the leader will eventually learn the meaning behind these behaviors.

The leader should allow the students to be a little defensive. Defenses are like an armor that protects the person from the hurting behavior of others. Defenses should not be removed until a youngster has the necessary skills to cope with the stress which necessitates the defenses. The leader keeps the youngster's defenses functioning by asking probing questions, not by making interpretive statements. It is a mistake to directly interpret behavior because this action raises the youngster's defenses too high too fast. Discovering the reason why a youngster behaves in a certain way should be the task of the youngster as well as the leader. The leader should not deprive his group members of the chance for self-discovery.

The degree of defensiveness seen in a youngster's behavior is often an indication of the amount of anxiety the youngster is feeling. A little defensiveness is healthy self-protection. A little bit of anxiety leads one to be motivated to change. Too much anxiety produces hostility, flight or other defensive reactions. The group leader wants the youngster to feel some anxiety about his behavior but not so much anxiety that the youngster's defenses become so strong that the youngster is unable to look at himself. Group leadership is simply the control of anxiety levels. If the group is highly anxious (defensive), the leader can lower the anxiety by asking fewer probing questions, injecting humor or leading the group to discussing more neutral topics. He reduces his power behavior and increases his nurturant behavior. If the group is not functioning because of low anxiety, the leader induces anxiety by probing, confrontive questioning. For a non-working group the leader increases the power component in his role and reduces the nurturant component. Both the power and the nurturant components must be present in adequate amounts before the leader can exert control over the anxiety level of the group. It will take a number of sessions before the group can be controlled by these techniques.

Each group member can tolerate different levels of anxiety. The group leader must be observant of the effect of his anxiety-inducing behavior on each individual member. Implied threats of rejection tend to increase anxiety faster than most other procedures. The slightest hint of rejection can send some youngsters into a highly defensive (anxious) reaction. For example, the leader may be confronting one group member (who can tolerate a great deal of anxiety) rather strongly and observe that another group member is getting very anxious or defensive. The wise leader realizes that his confrontation of one member is inducing anxiety in another member who has a lower tolerance for pressure. What is probably happening is that the anxious youngster is saying to himself, "If Mr. X is rejecting Joe now, he could reject me someday, too." This youngster will probably attempt to find a way to protect himself from eventual rejection. Often the youngster's defensive strategy will be to reject the leader before the leader rejects him.

When one member of the group becomes overly anxious, the group leader should stop what he is doing and reduce that member's anxiety. He does this by explaining what he has been doing and why he is doing it. Rarely is it necessary for a group leader to have secret plans. It is often helpful for group leaders to present their strategies to the group for evaluation and feedback. If a group member challenges his strategy, the leader should listen and reevaluate his position just as he hopes the youngsters will reevaluate their thinking when he challenges them. The group leader must attempt to watch out for his own defensive reactions. Being challenged by a group of kids can arouse anxiety. The leader must control his own anxiety level as well as that of the group. He is responsible for his own behavior and his own reactions.

The leader seeks to get the youngsters to take the responsibility for their own behavior and to take a serious look at how they are behaving and why they are behaving in that way. He does not give them the answers to their difficulties even if he thinks he knows the answers. He encourages them to seek their own conclusions. He may suggest but he never pretends to know. Premature interpretation is a form of direct attack (a defensive type of leader behavior) and serves to increase defensiveness. Omniscient behavior is reserved for God. The proper technique is to question and then make clarifying remarks which help both the leader and the youngster to better understand human behavior. Questioning and clarifying are the two best techniques for helping youngsters learn to help themselves.

Four Dangerous Things

There are four dangerous techniques that can be used by the group leader. They are dangerous because they tend to elicit substantial amounts of anxiety or defensive reactions in human beings. While they have a place in the group leader's bag of tools, they are often misused. Beginning leaders have a tendency to use these techniques when they feel angry or anxious. Before any one of these techniques is used, the leader should question his personal motivation for using them.

The four dangerous techniques are probing, challenging, confronting, and interpreting. Probing is actually nothing more than specifically directed questioning. Questioning turns into probing when the leader is seeking to uncover information that the youngster is resistant to provide. Probing questions are directed at specific feelings, events or attitudes. "Probes" put youngsters on the spot. They force the youngster to deal with subjects which he would rather avoid. "Probes" increase anxiety. Unless the youngster can tolerate the anxiety, probing is counterproductive. If the youngster cannot tolerate anxiety, he will try to avoid the group meeting.

The second dangerous technique for leaders to use is the challenge. Challenging students again makes them anxious but with a different behavioral reaction. If the technique is inappropriately used the youngster's behavioral reaction is likely to be associated with feelings of frustration and anger. If the challenge is beyond the youngster's capabilities, he will often withdraw from the group (psychologically if not physically) or become overtly angry during group sessions. Withdrawal occurs either because the youngster feels that he will be rejected for non-performance or that the leader is incompetent because of the assignment given. Leaders should challenge youngsters only when they are reasonably sure that they have a strong enough relationship with the youngster to withstand the stress of failure. In addition challenges should not be given unless the leader is reasonably sure the challenge can be met.

Confronting is the third dangerous technique. In some ways confronting a student is the most dangerous technique because it is something that most adults do naturally when they deal with children. Adults seem to get some pleasure from pointing out the mistakes of youngsters. If a given youngster has high ego strength (a good amount of self-esteem) and a positive relationship exists between the leader and the youngster, then a confrontation might generate beneficial results. Even if the relationship and high ego strength factors are present, the youngster is likely to view a confrontation as a personal rebuff. For low ego strength youngsters, confrontation will carry a direct message of personal rejection. These youngsters would rather terminate the relationship than risk the adult giving up on them. The lower the youngster's ego strength the greater his feeling of rejection. The more distant the relationship between adult and youngster the greater the likelihood that the confrontation will have zero impact. The adult has to be someone the youngster values before a confrontation will be effective. Feelings of rejection play a major role in disaffection. Until the leader has mastered the technique of helping the youngster separate himself from his behavior, confrontation is a dangerous technique. The leader working with youngsters having low ego strength should use confrontation with extreme care.

The fourth dangerous technique for leaders to employ is interpretation. An interpretation is an explanation of behavior. Interpretation has been discussed above. In addition to those comments, it is important for the leader to understand that the only time an interpretation is of value is at that moment the youngster makes the discovery for himself. Youngsters will reject interpretations (even if valid) made before they are psychologically ready to accept them. The leader helps the youngster arrive at the point of making his own interpretations. This gives the youngster the feeling that he can understand himself and that he can change his own life. The leader's ability to interpret behavior is rarely viewed by youngsters as indicating competence. Rather it is viewed most frequently by youngsters as an attempt by the leader to prove his superiority (and therefore their inferiority). The leader who constantly interprets the behavior of his group members will soon discover his group either will not function without his presence (dependent on his interpretive skill) or he is doing one-to-one therapy during group time. Strong interpretations will drive some youngsters from the group. Moderate interpretations may cause youngsters to learn the art of the "put down." "Put down" is a game played by group members. They make simplistic interpretations which hurt other members. Mild interpretations simply slow the development of group cohesiveness. Interpretation slows the formation of the group because the leader becomes an omniscient judge. Members fear that their statements will disclose to the leader more about themselves than they would like to have disclosed. Trust builds slowly when communication is impeded. A good group leader leads youngsters to making their own interpretations. He rarely interprets for them.

These four dangerous techniques should initially be avoided by new group leaders. Until the group has developed cohesiveness and the leader has an established working relationship with most of the members, these techniques tend to be counterproductive. The beginning group leader should teach his group how to communicate and how to share thoughts, feelings and ideas. The beginning leader is not a therapist. Rather he is a person who is teaching human relations and communication skills.

Summary

During his first year as a group leader, the teacher will learn more about himself and how he can better deal with youngsters than the youngsters in the group will learn about themselves and how to deal with other people. This is the natural process and the new leader should not feel guilty about it. If the new leader allows himself the necessary role experimentation, he will learn to be an effective group leader. The leader will learn to observe and control his students' anxiety. He will learn the proper use of power. He will learn to use himself in a way which will help youngsters grow. The anticipation and fear the leader feels during his first group session will yield to a better understanding of self in relation to youngsters.

The only way to learn to work with youngsters is to work with youngsters. The only way to become a good group leader is to let the youngsters teach you how to do it. The only way for them to teach you how is to attempt new strategies and observe and listen to their reactions. The leader who can be firm, fair and consistent and who is powerful, competent and nurturant can become an excellent group leader.

In conclusion, the following axioms will be helpful in group work:

1) Relax!!! Realize that the group will develop slowly and the first meetings will be somewhat uncomfortable for both you and the students.

2) Mentally separate the child from his behavior. Allow yourself to enjoy the child and teach him to control his behavior.

3) Control your own needs. You are the professional. Your needs for being liked, loved and nurtured should not have to be met by these youngsters.

4) Set goals and objectives for the group and each member and work towards achieving them.

5) Accept responsibility for what happens in the group. You are the leader.

6) Don't blame the group members for not providing leadership. You are the leader.

7) Protect the group members from themselves and from each other.

8) Keep the group centered on what's happening here and now, not on past history or outside problems.

9) Demand that each member be responsible for his own behavior.

10) Be the leader. Don't be passive, but lead. Passive leadership is no leadership at all.

11) Don't dominate the group, lead it. Autocratic leadership is counterproductive to individual development.

12) You are a professional. Allow your competency to be seen.

13) Be powerful. Control the group but don't overcontrol the group. Too much power is as damaging as too little. It takes time to learn to balance power and nurturance. Experiment and learn.

14) Be nurturant. Care about your members by deeds, not only words. Parents often tell their children they love them. A group leader not only tells, he acts.

15) Control the anxiety level of the group. Don't allow the students' manipulations and defensive reactions to make you anxious. The leader is responsible for his own behavior as well as the behavior of the group.

16) Accept your limitations. Allow the kids to teach you to be a group leader. Expect to make mistakes. Learn from your mistakes.

17) Relax!!!!

SUBSTITUTES

TM/Section II/A-5

SUBSTITUTES IN FOCUS

What works best when one of the FOCUS staff is ill or needs to be away from the program on other business? This is a question often put to us from people preparing to implement a FOCUS program. We have asked some of our experienced FOCUS program staff for ideas to handle this situation. The following are some plans they have used successfully.

PLAN A.

If you will be operating a full time program with most of the staff assigned to the program full time you might want to consider covering for each other. Family groups and small classes can be put together with one staff member temporarily. It makes a long and difficult day for the staff but is sometimes less difficult then handling all the problems of having a strange substitute in the program, especially during your first year. As the students become more positive toward the program and each other we would advise you to move toward one of the other plans.

PLAN B.

Whenever a new adult attempts to fill an authority role with FOCUS students they respond, as they did with you in the beginning, by testing just how strong that authority is. This response plagues all substitutes only FOCUS students seem to be masters of behavior designed to drive these people to the nearest psychiatric facility in the shortest period of time possible. One way to divert this situation is to use identified pre selected people as FOCUS substitutes. In this way instead of the students dealing with sixteen different people they might experience two different people eight times. This allows the substitute to gain some understanding of the program and to build a relationship with the students and vice versa. This has worked quite successfully in reducing the negative, disruptive behavior frequently exhibited by FOCUS students in the presence of a substitute.

PLAN C.

Ask regular teachers who have shown an interest in learning more about the FOCUS program if they would like to substitute in the program for a day. The regular substitute would then be called to take over for the teacher who would become the FOCUS substitute for the day. This should be done on a volunteer basis only. This can be a very positive experience for the students as they can have a chance to show the regular staff what a great program FOCUS is. It can also be an extremely effective way to build more positive relationships among the two staff groups. We would caution you to plan very carefully and make certain your students understand how the results of this experience can affect the program, positively and negatively. Also make certain they are committed to carry out their part in a responsible manner to make the experience a successful one and not a nightmare.

PLAN D.

Use the regular substitute policy provided by your school. Clearly state your expectations to your students so they know that you expect them to respond in a definite manner in your absence. Have adequate material and directions prepared for the substitute whenever possible. Consider having one of the program aides reassigned for the day to assist the substitute.

Whatever plan of action you should decide to use should be developed before the need occurs. Students should be involved in planning and discussion of their responsibility when substitutes become a necessity.

STUDENT SELECTION

TM/Sec II/B-1

STUDENT SELECTION

Identification and Selection of Students: Focus is not the appropriate alternative for everyone. In order to identify those students who are not achieving and/or functioning in school in a way that is beneficial to themselves and others, the following criteria are used as a basis for referral of students to the Focus program.

1. Underachievement
2. Acting out behavior
3. Withdrawn behavior
4. High absenteeism or tardiness record
5. Personal problems involving peers
6. Problems with authority
7. Problems with home and community
8. Poor self-image
9. Anti-social, destructive behavior
10. Lack of motivation
11. Identified as a risk for graduation
12. Economic problems serious enough to threaten completion of school

In general, referral is based on a recognition of a need for a different approach not normally offered in the tradition school setting.

While the criteria for identification of prospective students should be the same in almost all schools, the selection process may differ. There are several factors which will determine the selection process.

1. Staff
2. Nature of school population
3. Facilities and space

4. finances

5. assessed needs.

The specific selection procedures for two different schools is outlined below:

STUDENT SELECTION PROCEDURE I

1. Identification of prospective Focus students

   Identification forms to be filled out by all assistant principals, counselors, and teachers.

2. A list of those students recommended in Step 1 will be sent to each counselor and assistant principal. These lists shall only include the students directly involved with each counselor and principal.

3. Meet with principals and counselors to evaluate the lists.

4. Send a letter to each student identified above informing him/her that he/she has been selected as a potential Focus student. This mailing will also include:

   a. Description of Focus Program
   b. Parental Permit to Test form
   c. Letter which includes date and place of meeting for all students interested in being in the Focus program
   d. Pass to get students out of class and into the meeting.

5. Meeting of all prospective Focus students who are interested in becoming part of the program. The following information will be given:

   a. Description of the program
   b. Description of selection procedure
   c. Time and place where testing is to be done

6. Testing

   a. MMPI
   b. Unfinished Sentences
   c. Life Script Questionnaire

7. Interviews
   Each prospective Focus student who has completed all testing will be interviewed by:

   a. Focus student
   b. A member of the Focus staff

8. Meet with assistant principals and counselors to evaluate list of those prospective students who have completed all tests and interviews.

9. Final Selection

Those present will be:

a. Interested Focus students
b. Focus staff
c. Interested assistant principals and counselors

10. Notification of students and parents of students, who were selected for the Focus Program.

11. Notification of students and parents of students, who have not been selected to be in the Focus Program but did complete all selection procedures.

STUDENT SELECTION PROCEDURE II

1. All prospective Focus students shall be referred to the Guidance Office. Referrals can be made by teachers, administrators, counselors, and students.

2. The counselor will collect the necessary information, including contact with the student's present teachers, to ascertain the appropriateness of Focus for the referred student.

3. The counselor will discuss these findings with the Focus staff.

4. If there is space available and the student seems appropriate for Focus, the counselor will discuss the Focus alternative with the student. If the student is interested, the counselor will make an initial parent contact.

5. The Focus staff and counselor will make arrangements for the student to visit Focus for one day. During the visit, the student will be interviewed by a family group and the Focus staff.

6. Upon approval of the family group and the Focus staff, a second parent contact will be made for the purpose of obtaining parent permission for entrance and testing.

7. The new student will be placed on Focus probation for four weeks and will sign the Focus new student contract.

ADMISSION FORMS

TM/Section II/B-2

TO: PARENTS OF STUDENTS IN SCHOOL DISTRICT (Your school district)

FROM: FOCUS PROGRAM, (School Name)

I, as the parent or legal guardian, give permission to have my child receive attitude and/or personality testing. I understand that any information gained from these tests will only be used by the Focus Program to help my child.

Signed_______________________________

Date_________________________________

Dear Parent:

Your son or daughter has been selected to participate as a student in a unique educational program called Focus.

The Focus Program is an educational opportunity made available to 75 students. A staff of four full-time teachers is offering your child three to five courses of academic study in a learning center suite of our classrooms. Your child may be attending some classes in the regular program, but he or she is required to select at least three of our offerings to be admitted into the Focus Program. His or her choices include English, Social Studies, Math, Science, and Occupational and Human Relations. The Occupational and Human Relations course will emphasize problem solving techniques and the study of human behavior.

Your son or daughter was selected because he or she possesses intellectual ability and had not achieved accordingly in school because of either motivational or basic skills deficiencies. The Focus teachers have been trained to teach basic skills as well as the conceptual framework of their subject matter.

We feel that the Focus Program is designed to meet the individual needs of your child and we ask for your permission to include your child in Focus. Please write your signature in the space below indicating your approval, and mail in the enclosed self-addressed envelope. If you have any questions, please call Focus at ____________.

Thank you

Parent Signature ____

ALEXANDER RAMSEY HIGH SCHOOL
Roseville Area Schools
1261 [illegible]WAY 36
ROSEVILLE, MINNESOTA 55113
TELEPHONE: 633-3821

DR. LLOYD C. NIELSEN
Superintendent
of Schools

ROY A. LASZEWSKI
Principal
RALPH GOODING
Assistant Principal
JAMES KLASSEN
Assistant Principal

Dear Parents:

Your son or daughter has been selected to participate as a student in a unique educational program at Alexander Ramsey called Focus.

The Focus Program is an educational opportunity made available to seventy-five Ramsey students. A staff of four full-time teachers and two instructional specialists are offering your child three to five courses of academic study in a learning center of six rooms. Other members of the Ramsey staff may also be involved in developing personalized programs for Focus students. Your child may be attending some classes in the regular program, but he or she is required to select at least three Focus offerings. His or her choices include English, American history, social studies, math, science, applied psychology, occupational relations and on-the-job training. The occupational relations and the applied psychology courses will emphasize problem solving techniques and the study of human behavior.

Your son or daughter was selected because he or she possesses average or above average intellectual ability and has not achieved accordingly in school because of either motivational or basic skills deficiencies. The Focus teachers have been trained to teach basic skills as well as the conceptual framework of their subject matter. In addition, the teachers have been specifically selected for the Focus Program because of their ability to motivate young people to want to learn.

We feel that the Focus Program is designed to meet the individual needs of your child, and we ask for your permission to include your child in Focus. You may indicate your approval by placing your signature in the space below and returning it to us in the addressed envelope included herein.

Sincerely,

Steven L Robinson
Steven L. Robinson
Director, Focus Program

Roy A. Laszewski
Dr. Roy Laszewski
Principal

Joe Yantes
Joe Yantes
Work Experience Coordinator

R Gooding
Mr. Ralph Gooding
Assistant Principal

I give my permission for my son or daughter to be in the Focus Program at Alexander Ramsey High School.

Name of Child ____________________

Parent's Signature ____________________

Date ____________________

TO: Teachers, Counselors, Administrators

FROM: Donley H. Johnson, Director, Focus Program

SUBJECT: Identification of Focus Program prospects

DATE: March 12, 1974

The Focus Program is a school-within-a-school designed for 10th, 11th and 12th grade students who are generally identified as being disaffected. More specific identifying criteria are listed on the following page.

Approximately 25 students will be added to the Focus Program at the beginning of the next school year. Recommendations are being requested now because the selection procedure takes about 8 weeks to complete. We are primarily interested in adding students who are now sophomores, but some juniors will also be accepted. Students qualify for Focus only on a basis of recommendations. They may not sign up for the program. The number of recommendations each student receives will have some bearing in the selection process, so it is important that every teacher respond to this request. At this time we are asking only for the name and the grade of the students you recommend. IF YOU HAVE NO RECOMMENDATIONS OF STUDENTS FOR THIS PROGRAM, PLEASE INDICATE THIS ON THE FORM AND RETURN IT TO MY MAIL BOX. Your name and any information you provide will be regarded as confidential. If you would like more information regarding the program or the selection process, I would be happy to provide you with whatever information you require. Please respond within one week.

Thank you for your cooperation.

Please check one of the following responses:

__________ See reverse side of this sheet for my recommendations.

__________ I have only seniors.

__________ I have no students who meet these criteria.

__________ I feel that I need more information before making recommendations.

Signed: ____________________

Position: ____________________

APPLICATION - FOCUS

NAME ______________________________

GRADE __________

PARENT'S NAMES: ______________ ______________

ADDRESS: ______________________________

TELEPHONE: ____________________

PRESENT CLASS SCHEDULE

	CLASS	ROOM NO.
1.		
2.		
3.		
4.		
5.		
6.		

1. What problems are you having in school now?

2. How do you think the Focus Program could help you?

FOCUS EVALUATION:

INITIAL FOCUS BEHAVIORAL CONTRACT

NAME____

Length of Contract: From _______________ To_________________

Reason of Contract: New Student Evaluation

Behavior Changes Agreed Upon:

1. I will not be tardy
2. I will attend all my classes
3. I will work in all my classes
4. I will take an active part in my family class
5. I will help make Focus a better school by taking part in planning and developing of the Focus program
6. I will not get in trouble in the mainstream school
7. If I do not fulfill this contract, I will be placed on a terminal contract for the remainder of the quarter
8. If I do not fulfill the terminal contract, I will be removed from Focus at the end of the quarter

Further Action:

Evaluator______________________________________

Forest Lake Senior High School

6101 SCANDIA TRAIL NORTH
Forest Lake Minnesota 55025
Phone 464-3313 • Night 464-3314

WILLIAM H. RAND
Senior High Principal

HERB MILLINGTON
Assistant Principal

MARY ATHEY
Assistant Principal

JACK CONLEY
Athletic Director

Dear Parents,

As you know, many students with definite academic ability fail in school because they have needs that cannot be met in the traditional classroom enviroment. Beginning of the fall of 1975, Forest Lake Senior High offered a program designed to help these students achieve success in school. The program is called "Focus".

Focus does not offer success by lowered academic standards. Rather, class sizes are lowered, enabling the teacher to identify learning problems more readily and offer effective help when and where it is needed. All participants are students with definite academic ability who are not, for various' reasons, working to their full potential. Focus motivates the students toward academic success by making school a more "comfortable" place to be and by instilling a desire to learn and participate.

Focus is by no means a "geared down" program. All courses required for graduation (English, Social Studies and Mathematics) are included. In addition to these, the students are given the option of participating in a work-study program. A teacher will attempt to locate job stations for the students and also teach an Occupational Relations course. The student is able to earn two credits for this class and his or her practical work experience.

The scarcity of jobs in our area does not allow us to guarantee a job for every Focus student. Those who do not wish to, or are not able to participate in this work-study experience spend the afternoon in our traditional elective program.

Your child has been selected to be in the Focus program. It should be understood that this program is completely voluntary. No one will be forced to participate. If you or your child do not wish to be part of Focus, he or she will be enrolled in our traditional program and that opening in Focus will be offered to another deserving student. Also, it should be understood that all credits earned in this program apply toward the standard high school diploma earned through our tradional program.

We are excited about the success Focus has enjoyed over the first two years. We feel it has enabled a number of our students to achieve a level of success more closely related to their abilities. If you share our enthusiam and wish to have your child be part of Focus, more detailed information will be made available to you.

Enclosed is a response form and return envelope. We would appreciate it if you could respond as soon as possible. If you wish further information before completing this form, please phone the Focus office at 464-3313 extension 119 during regular business hours. We will be happy to answer any questions you may have.

Sincerely,

Focus staff
Nancy LaTourneau
Doriene Eastman
Tom Baldwin
Loren Lynch

NL/jk

FOREST LAKE AREA SCHOOLS
FOREST LAKE, MINNESOTA

DATE ____________________

DEAR PARENT OR GUARDIAN:

THROUGH EITHER THE SCREENING OR REFERRAL PROCESS IN OUR DISTRICT, YOUR CHILD ____________________ WAS BROUGHT TO THE ATTENTION OF THE SPECIAL EDUCATION STAFF. IT IS FELT THAT INDIVIDUAL TESTING BY THE SPECIAL EDUCATION STAFF IS IN ORDER. THIS EVALUATION MAY INCLUDE SUCH TESTS AS THE FOLLOWING: LANGUAGE CONCEPTS, READING, MATH, MOTOR COORDINATION, VISION AND HEARING, VOCABULARY, ARTICULATION, AUDITORY SKILLS.

THESE RESULTS WILL AID THE STAFF, AS WELL AS YOU, THE PARENTS, IN PLANNING AN EDUCATIONAL PROGRAM FOR YOUR CHILD. THIS PROGRAM MAY OR MAY NOT INCLUDE DIRECT HELP FROM THE SPECIAL EDUCATION STAFF. WE WILL INFORM YOU OF THE TEST RESULTS AND ENCOURAGE YOUR INVOLVEMENT IN DECISIONS RELATED TO YOUR CHILD.

IT IS VERY IMPORTANT THAT YOU BE AWARE OF AND UNDERSTAND THAT YOU HAVE THE RIGHTS STATED ON THE ENCLOSED FORM.

WE APPRECIATE YOUR COOPERATION IN THIS MATTER.

SINCERELY,

____________________ ____________________
PRINCIPAL SPECIAL EDUCATION STAFF

____
SCHOOL

PLEASE RETURN THIS PORTION TO:

____
NAME AND TITLE

____________________ PHONE ____________________
ADDRESS

I HAVE RECEIVED THE NOTICE TO CONDUCT AN ASSESSMENT FOR MY CHILD ____________________
AND MY RESPONSE IS: (CHILD'S NAME)

A. ( ) I GIVE PERMISSION TO THE DISTRICT TO PROCEED WITH THE ASSESSMENT AS PROPOSED IN THE NOTICE.

B. ( ) I DO NOT UNDERSTAND WHY AN ASSESSMENT IS NEEDED FOR MY CHILD. PLEASE CONTACT ME TO SCHEDULE A PRIVATE CONFERENCE TO EXPLAIN THE REASONS WHY THE ASSESSMENT IS NECESSARY.

C. ( ) I DO NOT GIVE PERMISSION FOR THE DISTRICT TO PROCEED WITH THE ASSESSMENT AS PROPOSED IN THE NOTICE.

____
PARENT/GUARDIAN SIGNATURE

____
DATE

NAME ____

ADDRESS ____

PHONE NUMBER ____

____ YES

____ NO

I would like my child to participate in this program.

____ YES

____ NO

I would like an opportunity to meet with the Focus teachers to learn more about this program.

____ YES

____ NO

I would like additional information about the program, but I wouldn't be available to meet with the Focus staff.

I give my permission for any testing during the time he/she is in the Focus Program.

REFERRAL FORM FOR FOCUS

NAME____ GRADE__________

BIRTHDATE___________________________ TELEPHONE NUMBER_______________

PARENT'S NAME____

ADDRESS____

DATE OF REFERRAL_______________

REASON FOR REFERRAL:

EXPLAIN CONTACT WITH PARENTS AND THEIR ATTITUDE:

TEST RESULTS:

1. ABILITY
2. ACHIEVEMENT

REFERRED BY____

PLEASE RETURN TO NANCY LATOURNEAU'S P. O. BOX BY ______________________________

TEACHER _________________________

_________________________________, who is registered in your ________ hour class is being considered for the Focus program. It would help us a great deal if you could take a minute to give us a general idea of this student's progress. Thank you very much for your time.

NUMBER OF DAYS ABSENT _____________

APPROXIMATE GRADE ________________

DO YOU FEEL __________ CAN BENEFIT BY BEING IN THE FOCUS PROGRAM?

COULD YOU COMMENT ON THIS STUDENTS' GENERAL ATTITUDE AND BEHAVIOR?

DO YOU HAVE ANY THOUGHTS ON WHAT THIS STUDENT'S PROBLEMS MAY INVOLVE?

DEER PARK UNION FREE SCHOOL DISTRICT
Deer Park High School
30 Rockaway Avenue
Deer Park, New York 11729

Main Office: 242-6546

March 22, 1976

Dear Parents:

As you know, many students with definite academic ability fail in school because they have needs that cannot be met in the traditional classroom environment. Beginning in the fall of 1976, Deer Park Senior High will offer a program designed to help these students achieve success in school. The program is called "Focus."

Focus does not offer success by lowering academic standards. Rather, class sizes are lowered, enabling the teacher to identify learning problems more readily and offer effective help when and where it is needed. All participants will be students with definite academic ability who are not, for various reasons, working to their full potential. Focus motivates the student toward academic success by making school a more "comfortable" place to be and by instilling a desire to learn and participate.

Focus is by no means a "geared down" program. All courses required for graduation (English, Social Studies, Health and Physical Education) will be included. In addition to these, the students will be given the option of participating in a work-study program. The school will attempt to locate job stations for the students and also provide Occupational Relations information. The student will be able to earn one credit for this class and his or her practical work experience.

The scarcity of jobs in our area does not allow us to guarantee a job for every Focus student. Those who do not wish to, or are not able to participate in this work-study experience will spend the afternoon in our traditional elective program.

We are interested in having your adolescent participate in the Focus program. It should be understood that this program is completely voluntary. No one will be forced to participate. If you or your adolescent do not wish to be part of Focus, he or she will be enrolled in our traditional program and that opening in Focus will be offered to another deserving student. Also, it should be understood that all credits earned in this program apply toward the standard high school diploma earned through our traditional program.

Focus has been operating in school districts throughout the United States with a large degree of success. We at Deer Park Senior High are excited about the opportunity to offer this program to our students. We feel it will enable a number of our students to achieve a level of success more closely related to their abilities. If you share our enthusiasm and wish to have your adolescent be part of Focus, more detailed information will be made available to you.

Enclosed is a response form and a return envelope. We would appreciate it if you could respond as soon as possible. If you wish further information before completing this form, please phone the Senior High Guidance Office, 242-6558, or the Senior High Principal's Office at 242-6548 during regular business hours. We will be happy to answer any questions you may have. Thank you very much for your time in helping us with this program.

Sincerely,

William E Mahoney

William E. Mahoney
Senior High Principal

Focus Staff
Stuart Silverman
John Verton
Raymond Wisnieski
Christine Zimmet

WEM:cr

Enc.

STUDENT INTERVIEW

Reaction Sheet

In your discussion with the prospective Focus candidates, check those boxes which are applicable.

In phrasing questions try to elicit responses which might provide some of the following data

Name of Student ______________________ Grade ________

Date of Birth ______________________

Date of interview ______________________

Interviewer ______________________

[illegible] prepared by ______________________

Check the box that most closely fits your evaluation	Very Pronounced	Applies Only Sometimes	Does Not Apply	Comments Key to Appropriate Trait (e.g. A (4)) and use as many lines as necessary.
A. RELATIONSHIPS WITH OTHER CHILDREN				
(1). Isolated, Quiet				
(2). Outgoing, Friendly				
(3). Antagonistic and Belligerent				
(4). Provokes other Children				
(5). Respected Leader				
(6). Feared Leader				
(7). Follower				
(8). Makes Friends Readily				
(9). Liked by Other Children				
(10). Other Children are Indifferent				
(11). Other Children are Hostile				
(12). Displays Inappropriate Behavior				
B. PARTICIPATION IN GROUP ACTIVITIES				
(1). Withdrawn				
(2). Submissive				
(3). Aggressive, Domineering				
(4). Demanding				
(5). Friendly				
(6). Critical				
(7). Exhibitionistic				
(8). Easily Provoked				
(9). Resentful				
(10). Sociable				
(11). Is Accepted by the Group				
(12). Displays Inappropriate Behavior				
(13). [illegible]				

ck the box that most closely fits your evaluation	Very Pronounced	Applies Only Sometimes	Does Not Apply	Comments Key to Appropriate Trait (e.g. A (4)) and use as many lines as necessary.
ATTITUDE TOWARD AUTHORITY (TEACHER-SCHOOL)				
(1). Resentful				
(2). Fearful				
(3). Does Not Accept Direction				
(4). Critical				
(5). Demanding				
(6). Manipulative				
(7). Indifferent				
(8). Respectful				
(9). Too Compliant				
(10). Overly Dependent				
(11). Friendly				
(12). Displays Inappropriate Behavior (e.g.)				
ATTITUDES AND INTERESTS IN LEARNING				
(1). Shows Little Interest				
(2). Poor Work Organization				
(3). Gives Up Easily				
(4). Has Problem Competing				
(5). Can Accept Competition				
(6). Day Dreams A Great Deal				
(7). Needs Constant Encouragement				
(8). Responds to Encouragement				
(9). Perfectionistic				
(10). Enthusiastic				
(11). Works Within Potential Capacity				
(12). Falls Below Potential Capacity				
(13). Sloppy Work Habits				
(14). Displays Inappropriate Behavior				

ER-ALL IMPRESSIONS OF CHILD'S BEHAVIOR

Interviewer ____________________

FOCUS PROGRAM
INTERVIEW FORM

Date ________________________

Name ______________________________

Age. Sept. 1st ____________________

A. UNDERSTANDING OF PROGRAM

1. Number of credits ____
2. Grading ____
3. Attitudes of self and others ____
4. Warm Fuzzies ____
5. Attendance ____
6. Punctuality ____
7. Absentee procedure (In-School Suspension) ____
8. Class offerings ____
9. Program responsibility ____
10. Parent involvement ____
11. Other programs (Contact, Recovery) ____
12. Public Relations ____
13. Program Agreements ____
14. Family ____

B. Questions about Program

C. ATTITUDES

1. Do you want to be in the Focus Program?

2. What is your understanding of the Focus Program?

3. What do you feel you can do for Focus?

4. What do you feel Focus will do for you?

5. In what ways will you have to be different in the Focus Program than in the regular school?

6. What "turns you off" most about school?

7. What "turns you on" the most about school?

8. What will be your reaction if you don't get in Focus?

9. Do you have any special problems or difficulties?

10. Are you willing to share your problems and help others with theirs?

11. What do you think about other students recommended for or in the program?

12. What do you expect to do after you graduate?

D. GENERAL INFORMATION

1. Do you have a job now? Yes ____ No ____ Where? ____________________

2. Have you worked before? Yes ____ No ____
Where ________________________ How Long? ________________
____
____

2. INTERVIEW FORM

3. Attendance this year ________ Tardiness ______

4. Grades this year: English _____ Soc. Stud._____ Phy. Ed. ____ Other ____

Science _____ Math ______ Shop _____ Other ____

5. What kinds of teachers "turn you on?"

6. What kinds of teachers "turn you off" ?

ARRIVAL TIME: ON TIME _____ LATE _____ Missed Appointment _____

APPEARANCE:

POISE:

ENGLISH:

GENERAL IMPRESSION:

SINCERITY:

General Overview:

Project Focus

PARENT INTERVIEW

Mother's	Father's
Name__________	Name__________
Address__________	Address__________ (If Different)
Town__________	Town__________
Phone#_____ Bus.#_____	Phone#_____ Bus.#_____
At Home__________	At Home__________
Separated__________	Separated__________
Divorced__________	Divorced__________
Deceased__________	Deceased__________
Employed ☐ Yes ☐ No _____ Position	Employed ☐ Yes ☐ No _____ Position

Siblings	Male	Age	Highest School Grade Completed	Female	Age	Highest School Grade Completed

Are there other adults living in home?

Relationship to family.

Mother	Highest School Grade Completed	Father	Highest School Grade Completed

List names of all previously attended schools for the Focus Candidate?

Project Focus

____
Name

PARENT QUESTIONNAIRE A

Circle the response most closely resembling your feeling to the following statements:

1. The Deer Park schools have provided my son/daughter

inadequate programs, not at all directed toward his needs	programs not always responsive to his needs	average school programs	good programs responsive to some of his needs	excellent programs responsive to most of his needs

2. I had the following number of contacts with the school related to my son/daughter (exclude contacts for disciplinary reasons, include PTA, etc.).

0 1 2 3 4 5 more than 5

3. How would you evaluate the quantity and quality of communication between your son/daughter and school this year?

Quantity:	None	very little	average	more than average	much
Quality:	ver poor	poor	average	good	very good

4. How would you evaluate our child's attitude toward school this year?

strong dislike	dislike	neutral	like	strong like

5. How would you evaluate your son/daughter opinion of himself?

does not think highly of himself, very insecure	somewhat insecure, could use more confidence	considers himself average	quite secure and confident of himself	very secure and very confident of himself

6. How would you evaluate our son/daughter relationships with other children his age?

is alone often, making friends is difficult	relationships sometimes unsatisfactory, sometimes conflict	relationships about as good as those of most other children	good relationships little conflict or isolation	excellent relationships, good friends, no conflicts

7. How would you evaluate your son/daughter academic performance?

Poor	passing, but below potential	average	good	excellent

8. What do you think school has been like for your son/daughter?

4/2/76

PARENT CONTACT SAMPLE

Columbia High School
Columbia Station, Ohio

(date)

Dear Parent:

I have recently talked with __________________ about a new project here at Columbia which is called "Focus." This project which is adapted from one in Roseville, Minnesota is designed to provide a small class setting which will feature a large amount of individual work on the part of the students. Each student will be expected to identify his or her educational needs and will be involved with setting up studies which will help meet these needs. This will directly involve the student in creating a program which they can have success with and work to obtain positive attitudes.

The "Focus" project will offer to the student a curriculum made up of Math, Social Studies, Creative Arts, and a group activity called Family. Each of the academic courses will award one credit for completion of the selected work. All of these credits will apply toward graduation. We will not replace any required courses such as English, History, Phys Ed., etc. since these are state units and will be taken in the traditional classrooms within the main high school.

We plan to convert a part of our current bus garage into the "Focus" classroom as soon as the new bus garage on Rt. 82 is completed. This new classroom for Focus will be of such a design as to provide for several types of educational experiences to take place at one time. The conversion will include all the proper heating and furnishing of a typical classroom.

Since this project is new to Columbia, we will have to evaluate its success as we develop the program. Therefore, it is difficult at this time to predict exactly what benefits your child will obtain, but we feel sure that educational growth can take place.

In order for your son or daughter to become involved in this program, it will be necessary for me to talk with you in more detail. Please contact me by phone at 236-6661 during the school day.

Yours truly,

Robert Abbey,
Guidance Counselor

RA:ea

FOCUS PROGRAM SCHEDULES

TM/Section II/B-3

FOCUS STUDENT SCHEDULE

FULL TIME PROGRAM

	JOHN GRADE 10	MARY GRADE 11	BILL GRADE 12
HOUR 1	FAMILY (Focus)	ENGLISH 11 (Focus)	SENIOR SOCIAL (Focus)
HOUR 2	APPLIED BIOLOGY	ART	FAMILY (Focus)
HOUR 3	BUSINESS MATH (Focus)	FAMILY (Focus)	ENGLISH 12 (Focus)
HOUR 4	PHYSICAL EDUCATION AND HEALTH	AMERICAN HISTORY (Focus)	POWER MECHANICS
HOUR 5	ENGLISH 10 (Focus)	ON JOB TRAINING	ON JOB TRAINING
HOUR 6	ART	OJT	OJT

FOCUS STAFF SCHEDULE

FULL TIME PROGRAM

(75-80 Students)

	STAFF 1 Tea/Coord	STAFF 2 Teacher	STAFF 3 Spec Ed Tea	STAFF 4 Teacher	STAFF 5 Aide
HOUR 1	COORDINATOR DUTIES	SENIOR SOCIAL	FAMILY	ENGLISH 11	PROGRAM OFFICE DUTIES
HOUR 2	FAMILY	AMERICAN	ENGLISH	FAMILY	"
HOUR 3	BUSINESS MATH	FAMILY	TESTING DIAGNOSIS	ENGLISH 12	ASSIST STAFF 3
HOUR 4	WORK EXP CLASS	AMERICAN HISTORY	INDIVIDUAL TUTORING	FAMILY	PREPARA. & SUPV FOR LEADERSHIP BOARD
HOUR 5	BUSINESS MATH	SENIOR SOCIAL	ENGLISH 10	WORK EXPER. CLASS	FAMILY
HOUR 6	PREP MEETINGS	PREP MEETINGS	PREP MEETINGS	PREP MEETINGS	SUPERVISE FOCUS STUDY HALL

FOCUS STAFF SCHEDULE

PART TIME PROGRAM

(25-30 students)

	STAFF 1	STAFF 2	STAFF 3
	Tea/Coordinat	Teacher	Aide
HOUR 1	ENGLISH 10	SOCIAL STUDIES	PROGRAM OFC DUTIES
HOUR 2	ENGLISH 12	AMERICAN HISTORY	INDIVIDUAL TUTORING
HOUR 3	FAMILY	FAMILY	FAMILY
HOUR 4	ENGLISH 11	BUSINESS MATH	INDIVIDUAL TUTORING
HOUR 5	MAINSTREAM ENGLISH	MAINSTREAM AM HISTORY	MAINSTREAM CLASSROOM AIDE
HOUR 6	MAINSTREAM ENGLISH	MAINSTREAM AM HISTORY	MAINSTREAM CLASSROOM AIDE
HOUR 7	PREP/MTGS	PREP/MTGS	MAINSTREAM CLERICAL

All FOCUS students would spend the first four hours in the FOCUS program and would take mainstream classes the last three hours.

FOCUS STAFF SCHEDULE

PART TIME PROGRAM

(45-50 students)

	STAFF 1 Teacher	STAFF 2 Teacher	STAFF 3 Teacher	STAFF 4 Vocational
HOUR 1	ENGLISH 11	AMERICAN HISTORY	BUSINESS MATH	WORK EXP CLASS
HOUR 2	FAMILY	SR SOCIAL	FAMILY	WORK EXP CLASS
HOUR 3	ENGLISH 12	FAMILY	SCIENCE	WORK EXP CLASS
HOUR 4	ENGLISH 10	FAMILY	BUSINESS MATH	FAMILY
HOUR 5	MAINSTREAM CLASS	MAINSTREAM CLASS	MAINSTREAM CLASS	WORK EXP COORDINATION
HOUR 6	"	"	"	"
HOUR 7	PREP/MEETINGS	PREP/MTGS	PREP/MTGS	PREP/MTGS

All FOCUS students would spend the first four hours in the FOCUS program and would take mainstream classes or On Job Training the last three hours.

LITERATURE RESOURCES

TM/Sec II/C

LITERATURE RESOURCES

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An easy to read explanation of Transactional Analysis that covers the subject thoroughly with the use of many examples that everyone can personally identify with.

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A book of exercises designed for personal awareness and growth. Provides opportunities to discover more about yourself working alone, or with other people in pairs and in groups.

*This is one of seven books which have been identified from this list as a nucleus which provides a variety of backgrounds and approaches that would be useful to anyone working with adolescents.

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*This is one of seven books which have been identified from this list as a nucleus which provides a variety of backgrounds and approaches that would be useful to anyone working with adolescents.

D. THE FAMILY GROUP

TM/Sec III/D

INTRODUCTION TO FAMILY GROUP

In Focus, we do some individual counseling with students but the majority of student counseling is done within the framework of the Family Group. We feel the group is a more effective counseling experience for several reasons. Too often, only students displaying behavior destructive to the classroom atmosphere gain most of the staff attention day by day. The group situation offers the opportunity for the staff to interact daily with all the students in a personal caring atmosphere, where the emphasis is on developing and demonstrating positive behaviors. The group also gives students a chance to share concerns and problems and reflect on each other the effect such behavior has on the entire group and to help individuals to develop more positive behaviors to meet their needs more effectively.

The group leader strives to guide the students toward improving interpersonal relationships, learning more effective communication skills and developing "caring" behaviors toward each other to build a positive culture. The group setting provides a safe place to air feelings and failures without the risk of being judged or punished by others. The group provides positive feedback from adults and peers for responsible behavior and offers the opportunity for students to demonstrate "caring" and "helpful" behaviors toward each other to build a positive and meaningful role for each student.

Students are given a meaningful role in decision making through the group process. Many problems of program operation, maintenance, individual discipline and performance are assigned to the Family Group for solution. This facilitates student involvement in decisions that affect them and builds a feeling of "belonging to" and "being important" in the institution.

The group meeting is a place where the discussion can vary with the members specific interests and concerns. Discussions may include individual interests, hopes, fears, opinions and his own values. The group leader guides these discussions to new horizons, expands the range of interest, and makes members aware of their life beyond these difficulties. Politics, plays, books, movies, sports, finances, health, marriage, sex, and religion are all possible topics. Sessions which do not bear directly on individual problems may relate to growing awareness that they are all part of the world and that perhaps they can cope with it. When values, standards and responsibility are in the background, growth will occur. Individual strengths are emphasized. If parents are irresponsible or uninterested, the individual cannot change them, he/she can only learn better ways to live with them or without them.

When discussing individual problems the group asks "what are you doing?" not "why?". Past failures and misfortunes are not accepted as an excuse for the present situation. The group asks for present plans and goals. Discussion is centered on the behavior of the individual not others, as he/she is the only one who can solve his/her problem. If the individual cannot come up with a plan the group may suggest ideas for him/her to consider. The longer the individual has been irresponsible, the longer it will take to reverse this course so the group learns to be patient. When individual plans are successful, the group gives immediate positive feedback which promotes further positive behavior change. The group provides discipline, warmth and affection. Warmth never supersedes discipline, nor discipline, warmth.

EXPLANATION OF FAMILY GROUP

Family Group is considered by Focus students and staff to be the backbone of the Focus program. Each Focus student and teacher belongs to a Family Group. Ten to twelve students and one teacher-advisor meet together for one class period each day throughout the school year. Student participation in "Family" earns one credit per year.

Family Group is critical to the success of individual students and the entire program. First,Focus aims to teach subject matter and necessary basic skills. Individual learning contracts (written agreements between students and teachers to accomplish particular assignments within a set period of time) motivate Focus students to perform in class. A student's "Family" holds him responsible for fulfilling learning contracts. Second, Focus strives to improve each student's self confidence and attitude toward school. "Family" teaches communication and human relations skills, reinforces each student's abilities and positive behaviors and creates an atmosphere of trust, care and concern. Third, Focus encourages positive behavior change. A student's Family Group helps him or her identify certain nonproductive or destructive behaviors, helps the individual determine more responsible and acceptable responses to difficult situations and helps the student make the desirable behavior changes. Individual "Behavior Contracts" are often written and enforced by Family Groups.

"Family" directs all attention to individual members and considers specific behaviors that both help and hurt themselves and others. A young adult's peer group has the most powerful influence on his development; therefore, Family Group is the recognition of this reality and the formal process of positive peer pressure and support. The "Family" teacher-advisor constantly centers discussion on each student's actions and responsibilities. However, home problems that are stressful to our students are occasionally brought to the Family Group. The group attempts to focus the emphasis on the student's responsibilities in parent or family relationships. Sometimes parent/advisor conferences with or without the student may be requested to clarify a difficulty and determine a course of action.

DEVELOPMENTAL STAGES OF THE FOCUS FAMILY

Chuck Hodge

NOTE: The developmental stages of the Focus family group tends to follow the general pattern of most organized groups and even though this has been written with the Focus program in mind there are some obvious generalizations that can be made to other settings. The labels used to identify each stage of the groups progress were arbitrarily chosen because of what appeared to be a "logical" term for a particular stage and are not to be considered as hard and fast technical definitions as might be drawn from a text on group process. The purpose of this paper is to give a Focus group leader a general framework to work from in order to get a feeling for "where you're at". The user should be very liberal in making corrections and changes where they appear to be appropriate.

As will be noted below, there are many overlaps from group to group and the reader should keep in mind that in any developmental ladder there should be a great deal of latitude when applying rules to a specific situation. With that in mind, good luck.

BEGINNING: This is the time when ideas start to get on paper and the structure of the program begins to take shape. Goals are set, timetables are worked out, membership is determined, and the setting and other logistics are determined.

INTRODUCTION: The initial meeting takes place and members are introduced to one another. This is a highly structured stage and the role of the group leader is very important. The leader is responsible for the establishment of a positive direction, mood, and an awareness of the goals and rules. Games and exercises are used extensively to "break the ice".

EXPLORING: During this stage a transition is being made from individual awareness to group awareness. Games and exercises are used to demonstrate concepts; i.e., trust, cooperation, awareness, etc. It is usually during this stage that norms for the group are set and there will be considerable testing by group members to see what they can get away with.

IDENTITY: This stage is recognized by the continued reference to "we" as a group. Members identify themselves as part of an identifiable group. Individual roles are beginning to emerge, but there is very little risk-taking. Discussions are still superficial and directed outside the group.

PRIMARY GROUP: Roles have been solidified with members assuming some responsibility for the direction and maintenance of the group. The group leader begins to relinquish some responsibility. Most group members have had an insight into what is expected of them and have made a tenative decision whether they want to continue. Influence will be primarily from peers rather than the group leader. The following roles might emerge:

1. Leaders - 1 of 2 who will influence the group in either a positive or negative direction.
2. Drop outs - 1 or 2 can't see the group doing anything for them.
3. Majority - these members are mostly on the fence but leaning toward group identity, but not sure enough to exert a common strength.

This is also the point where frustrations will become open. Some members will say "nothing is happening" while others will say "too much is happening", or"the group leader is trying to get us to do too much". This appears to be related to the transfer of responsibility from the group leader to the members. This is a crucial stage for the survival of the group.

CAUSATIVE FACTORS RELATED TO STUDENT DISSAFECTION	GROUP TASKS DIRECTLY RELATED TO REDUCING CAUSATIVE FACTORS
Institution to large	Formal socialization component for peer group
Institution fosters negative labeling and expectations of underachieving and behavior problem students	Provide successful academic and meaningful social role. Give positive feedback from peers and adults for responsible behavior. Student no longer labels himself/herself in a negative concept.
Institution does not sanction caring behaviors and often reinforces negative behavior	Group process should improve interpersonal peer relationships and teach caring behaviors to build a positive culture.
Institution rejects nonconforming students, fostering feelings of isolation, normlessness and powerlessness among these students. Fosters rigid pupil-teacher hiarchy where flow of power and communication is unilateral and downward- It does not facilitate student involvement in decisions that affect them.	Student involvement in decision making through Student Leadership Board and Family Group. Problems are brought to these groups for solution, and may be in reference to program, discipline or performance.
Institution does not provide all students with socially meaningful and personally gratifying roles.	Provides for a variety of significant and rewarding social roles (tutoring, junior volunteer probation officer, decision making roles in program, public services, involvement in visitation format and Focus presentations).
Institution responds more readily to negative behaviors, thus actually reinforcing the unacceptable acts of those who learn that only negative behaviors receive attention..Policies and practices are often fixed standards or student conformity rather than flexible guidelines for the development of responsible behavior.	Reinforces positive behaviors immediately and meaningfully and deals with negative behavior consistently (acceptance of student while rejecting negative behavior).
Institution does not adequately develop human realations skills and interpersonal communication skills.	Group works to improve human relation skills and to teach interpersonal communication skills.

FAMILY GROUP OUTLINE

I. Selection of students

A. A boy-girl mix is desirable.

B. Close friends tend to support each other in weaknesses.

C. The usual method of selection is complete random due to the other scheduling needs of each individual. Changes can be made from this when you see the need.

D. Changes during the school year should be kept to a minimum but can be made if necessary.

II. Physical arrangements

A. A separate small room is ideal.

B. The area should provide physical comfort.

1) Soft furniture or cushions on the floor seem to work best.

2) Privacy and as few distractions as possible.

C. Meetings should be held at regular times for a specified period and should begin and end promptly.

D. Interruptions allowed within reason.

1) Telephone calls of importance are o.k.

2) How the group carries on during the leader's absence can give feedback as to how far along the group has come.

III. Attendance

A. Set definite attendance expectations.

B. If attendance becomes a problem it should be assigned to the group as a "group problem."

IV. Rules

A. A few definite rules set up together at the beginning are necessary.

B. Some rules that help to generate the caring principal are needed:

1. Unacceptable Behavior
    a) Behavior that hurts others
    b) Behavior that is destructive to the group growth
    c) Behavior that is harmful to self
    d) Destruction of program or personal property

2. Focus on Reality
   Discussions should be centered on the here and now, not on past histories or other problems that the group can have no effect on.

3. Confidentiality
   a) Personal material discussed within the group must stay within the group.
   b) The group leader will only share group information with other staff, etc. involved with the students as he deems it would be helpful to the students.

4. Individual Rights
   a) Part of caring is respect for others rights and from time to time this may need to be stressed.
   b) When someone chooses not to answer a personal or stressful line of questioning this should be respected by others.
   c) The group should never be allowed to force another member into exposing personal information.

V. Group Goals and Expectations

A. Recommend that goals and objectives for the group and each member be set early in the group process.

B. Regularly review these goals and objectives to establish if progress is taking place and make any changes necessary.

C. The group leader should briefly tell the group what he expects of them and ask them to discuss their expectation of the group.

VI. New members

A. Some care should be taken to set up some kind of procedure to introduce a new student into an ongoing group.

B. Introducing the new student to some of the group members and letting them prepare him/her for the group.

C. Set up a procedure within the group where it becomes the group's responsibility to explain group rules and goals to a new member.

VII. Group planning and procedure

A. Regularly allow some time to evaluate group process and plan strategies to guide group toward growth.

B. Review and evaluate group progress toward goals.

C. A possible opener is to ask members what they would like to discuss today.

D. When they identify a topic of interest let discussion develop freely, if it becomes apparent the discussion is dying or making no progress switch.

E. From time to time the group leader will identify and assign problems to the group as they come up.

F. Try to allow for a short time at the end of group meeting to summarize and discuss what the group accomplished today.

VIII. Group Leader Responsibilities

A. Pitfalls to avoid

1. Intellectualizing and interpreting - The only time an interpretation is of value is at that moment the student makes the discovery himself.
2. Being judgmental - questioning and clarifying will help both the leader and the student better understand human behavior.
3. Dominating the group - Autocratic leadership is counter productive to individual development. Lead, don't dominate.
4. Being too passive in leader role - Be the leader, passive leadership is no leadership at all.

B. Helpful hints

1. Relax!!! Realize that the group will develop slowly and the first meetings will be somewhat uncomfortable for both you and the students.
2. Mentally separate the child from his behavior. Allow yourself to enjoy the child and teach him to control his behavior.
3. Control your own needs. Your needs for being liked, loved and nurtured should not have to be met by these students.
4. Accept responsibility for what happens in the group. You are the leader. Don't blame the group members for not providing leadership.
5. Observe and check that the group members observe the rules. Protect the group members from themselves and from each other.
6. Demand that each member be responsible for his/her own behavior.
7. Control the anxiety level of the group. Don't allow the students' manipulations and defensive reactions to make you anxious.
8. Be nurturant. Care about your members by deeds, not only words.
9. Be human. Express your feelings openly and honestly.
10. Group silence can be productive.
11. Accept your limitations. Allow the students to teach you to be a group leader. Expect to make mistakes. Learn from your mistakes.

FAMILY GROUP CONCEPT

Family is the backbone of the Focus Programs. It consists of a group of students and one or two staff members, who meet daily to discuss the problems faced by the individual group members and by the total group. The Family Group is designed to encourage students and staff to help each other resolve personal and interpersonal problems. An atmosphere is created which allows and reinforces the age-old principle of man helping his fellow man. Family stresses positive behavior and growth in an atmosphere devoid of hurting. The point is made and remade that to hurt or "cut down" another person is not helping that person to grow and develop. Family stresses the individual's self-worth, personal significance and importance rather than his/her inadequacies and shortcomings.

We believe that the attitudes which lead to and are the result of disaffection can be modified in part by giving each person a positive role to play in a Family Group and in a program designed to help meet his/her individual needs. It is felt that the peer group is the most powerful change agent available to modify human behavior from a destructive to a positive, helping orientation. Conformity of behavior is not the goal being sought. Rather, we seek to impart the notion that man is responsible for his own behavior and has an obligation to help others accept the responsibility for their behavior. The group gives each member an opportunity to be of service to other people and to examine their own behavior in relationship to others.

We believe that students can behave responsibly, that they can know what they are doing and why they are doing it. We also believe that students want the respect and admiration of others and can experience a deep satisfaction from helping others. Family is a structure in which these assumptions are used to encourage positive human development.

Each program provides a system flexible enough to allow each student to display problems yet structured enough to strongly encourage each individual to face these problems and deal with them. A student is not allowed to avoid his/her difficulties. Problems faced by a Family Group member in the program are constantly being referred to the Family for analysis and solution. The students view Family as a testing ground for their assumptions about reality. Using systematic feedback from the entire program, a Family Group is able to assist each member as they deal with social as well as academic difficulties.

The role of the staff members is more than that of a friendly, listening adult. Staff members must continually insist that the group handle its' responsibilities in a positive, helpful manner. They are responsible for maintaining a positive, helping atmosphere where hurting behavior is not tolerated. The staff induces rather than reduces anxiety about deviant behavior on the part of individuals or the whole group. Staff members must not only reinforce caring behaviors but also display by their actions what it means to care about and help another human being.

Staff persons serve as identity models for students. They do not demand that the students accept their personal value system, rather they insist that each student be willing to reexamine and check his/her views in the light of open discussions. The staff maintains and demands a high level of expectation for each Family member, stressing the value of the individual in the social system.

The student identifies with the caring attitude and behavior of the staff and develops a more open and questioning attitude toward life and its conflicts.

In summary, Family Group meetings allow students to deal with problems in an open, caring, positive atmosphere. Each Family member is held responsible for his/her own behavior by the other group members. Stress is placed on helping individuals grow and develop to their full potential. Members are given meaningful social roles as helpers of others. The Family members learn to care by helping and supporting each other through the turmoils of adolescence.

FAMILY GROUP PROCESS

FAMILY is a group process which utilizes the peer group to encourage positive youth development. This process is based on the fact that during adolescence the peer group is probably the most powerful single influence on a youngster's behavior. In Family the peer group's influence is molded to deal with the problems causing student disaffection. By directing the influence of group peers the skillful group leader is able to help a given youngster deal with his disaffection.

The disaffected student learns that he is a worthwhile person by being able to help other disaffected students learn that they, too, can be worthwhile and responsible individuals. The student learns that others care about him when he demonstrates that he is willing to care about them. He learns that he is respected when he demonstrates that he is a productive person. When the disaffected student becomes a caring, responsible, and productive person, he begins to realize that he is in fact a worthwhile person who has something to contribute to society. When his self-concept improves, his fears of rejection and abandonment decrease.

The disaffected youngster often seems to have no individual identity. One reason for this lack of individuality is the student's fear of being different from his peers. He is afraid or unable to believe that he is a unique human being. He fears that if his peers find that he does not think as they do, they will reject him. If they reject him, he fears he will be alone. He finds the world to be a hostile place. He believes that there can be nothing worse than to have to face life alone. The disaffected youngster is really alone and afraid in a world he doesn't understand.

Many disaffected students conform very closely to the values and attitudes held by their peers. They dress, talk, think, and act in a similar fashion. Disaffected students often resemble each other so markedly that it is difficult for the casual observer to identify an individual's personal characteristics from those shared by the group as a whole. While these youngsters appear to be members of cohesive peer groups, closer examination often reveals that the youngsters have no emotional commitment to each other. They don't seem to care about each other. Communication is superficial and deals only with common daily life events. The youngster whose peer group is composed of disaffected students often finds that he is just as lonely being part of the group as he would be if he were alone.

Disaffected students are fearful of rejection. They are afraid to verbalize their personal attitudes and values. They are afraid to share their concerns about their present and future lives. It often takes many months for these youngsters to learn that they can trust the leader and each other. After years of feeling inadequate it takes some time to learn that one's thoughts and beliefs are valuable. As the youngster begins to have trust in the other group members, the leader begins to teach him how to communicate accurately and helpfully with other people. The group leader patiently works toward developing an atmosphere of helpful trustworthiness in the group.

It should be noted that some youngsters are more severely disaffected than others. For these youngsters the loneliness they feel is very painful. At the extreme end of the continuum of disaffection, loneliness stems from long-term alienation from meaningful others. These youngsters do not just fear rejection and loneliness but they fear abandonment. They believe that they are such worthless individuals that no matter what they do, abandonment is certain. Meaningful adults have failed to teach these youngsters a sense of self-worth. They lack self-esteem to the point that they become socially self-destructive.

These youngsters often appear to be attempting to commit social suicide. Their initial manipulations in a group are so obnoxious that it is often difficult for the group leader not to reject them. If their negative social behavior is not dealt with immediately using adequate power and control, the group leader finds himself battling an angry, manipulative group, not just a single member. If the leader rejects the obnoxious member, the other members fear he may reject them too and the group's development is impeded. With these youngsters it is of prime importance that the leader directly convey the message that he cares enough about each member not to allow self-destructive social behavior to occur. The leader rejects the negative behavior, not the youngster. The leader attempts to teach the severely disaffected youngster that he will not be abandoned no matter what he attempts to do.

The severely disaffected youngster will occasionally get himself into trouble with community authority figures. Getting into serious legal difficulty is often an attempt by the youngster to prove to himself that no one cares about him. When the youngster forces the community to hospitalize or incarcerate him, there is a natural tendency for the group leader to breath a sigh of relief, because this obnoxious person has been removed from the group. He often would like to abandon his charge but he knows that to do this would change his relationship with all group members. An effective group leader does not allow a group member to ever feel abandoned. He will use the youngster's structured placement as a means of forming a positive relationship. The leader realizes that behind the obnoxious, manipulative, aggressive facade there lurks a scared, hurt child. He realizes that this youngster wants someone to prove to him that he is of some value. The youngster needs someone to prove to him that he is a worthwhile person who is wanted and capable of being cared about. The leader attempts to involve the peer group in these situations as much as possible. The more group members extend themselves and visit their institutionalized counterpart, the greater is the likelihood that the youngster will have to begin to change his attitude about himself. The more often the group leader is able to visit his institutionalized group member, the more the child is likely to have to revise his view of himself.

During the early stages of a group's development there is often a tendency for some of the more disaffected group members to be very aggressive and manipulative. These youngsters appear to be trying to destroy the group as well as themselves. At these times the leader must become very directive and not allow these students to hurt other youngsters (either physically or emotionally). The leader must deal with each aggressive manipulation immediately whenever it occurs. The leader must respond to each aggressive, destructive move on the part of a group member in a forceful, consistent manner. Group leaders must not only be caring, nurturant and kind people, they must also be powerful enough to maintain control of the group at all times. The group leader forcefully conveys the message to the group that he cares about each individual group member and that he cares enough to be willing to stop all behavior which will hurt one member or hurt the group. Group leaders must be both powerful and nurturant. Too often group leaders feel that the nurturant component is all that is necessary. They are shocked to discover that their groups never develop.

During the initial stage of a group's development it is necessary for the leader to repetitiously point out that it is the youngster's behavior he is rejecting, not the youngster himself. Disaffected youngsters often seem to be asking for rejection but the leader must remember that this is what they fear most. If the youngster feels rejected, then he can feel secure in rejecting the leader of the group and the group itself. The leader nurtures the child but controls the manipulations.

As their manipulations fail, the manipulative group members tend to become depressed. At this time the group leader can begin to demonstrate more caring and nurturant behavior. If each group member feels that the leader cares about him personally and feels secure that the leader will not reject him because of what he says or does, the depressive period can be worked through. When the depressive period ends, the group will then be able to effectively help each youngster grow toward becoming a worthwhile, responsible adult. The presence of depression indicates that the group members are beginning to face the fact they can do something about their own life situations. They are trying to get up the courage to risk changes in the way they handle their problems.

During the depressive period the members often express the feeling that the group is not developing. They express frustration that the group is not demonstrating caring, helping behavior. They want the group but they are not sure the group wants them. In actuality the members have reached the point where they are ready to care and help each other and are ready to allow others to help and care for them, but have not reached the point where they can risk helping and being helped. Trust increases gradually during this period. When the trust level appears to be at an adequate level the group leader begins to teach the members how to care about and help each other. The group leader must gently but firmly encourage risk taking behavior.

The end of the depressive phase is marked by members attempting to discuss minor interpersonal problems (small risks). Communication shifts from discussing events that take place outside of the group to talking about group members and group problems. Initially, the members will not know how to respond to a request of assistance from a fellow member. The leader must personally demonstrate how one human being can assist another. As time passes the members of the group will learn to help each other and the leader will become decreasingly active.

It is not until the group has matured significantly that the basic problem of loneliness begins to be discussed. When the group begins to discuss and deal with this issue the leader knows that the group has achieved its maximum level of operation. For youngsters to be willing to admit their fears of isolation and loneliness, a great deal of trust and respect for each other is required.

Fear of rejection plagues the youngster at each stage of group development. When a youngster is able to express his loneliness and the group is able to help him deal with it, the leader can assume that the individual members no longer fear rejection from the group. They have learned that some people can be trusted. Initially, some youngsters try to force rejection while others sit passively waiting for the inevitable rejection to happen. At first it is difficult for the youngsters to learn that they will never be personally rejected. Behaviors might be rejected but never people. As time passes, they learn that rejection is not inevitable. They learn that they are acceptable, worthwhile people. They learn that they are capable of being liked and appreciated. They learn that change, growth, and productivity gain the respect and admiration of others. Finally, they learn that respect from others leads to self-respect.

The wise group leader realizes that working with groups of disaffected youngsters is like riding a roller coaster that never stops. There is no end to crises. As soon as one youngster passes through a difficult period, two more will encounter difficulty. Youngsters are experimenting with different roles, life styles, and behaviors. The group leader patiently waits and encourages each youngster's growth toward maturity. He supports, challenges, and confronts while remaining nurturant and consistent. Being a group leader for disaffected youngsters is a demanding job. If the leader can learn to use the peer group to assist him, his job can be made easier.

THE FIRST THREE WEEKS

The first three weeks of a group life are very critical. In the first week the leader should establish the basic guidelines and ground rules that the group will operate under for the coming year. The leader briefly tells the group what is expected of them and asks them about their expectations of the group. Often a short didactic presentation of a psychological paradigm is appropriate. A psychological paradigm is a method by which one can organize information about human behavior, such as T.A. or Gestalt. The first year leader will probably find that he is very anxious for something dramatic to happen during the first week, such as a sudden magical feeling of togetherness coming over the group. This rarely happens in groups at any time. The first week will be a drag. At this time the new group leader will begin to question his wisdom about accepting a group assignment.

The second week will move more slowly than the first. The function of the second week is to begin building a cohesive group by giving a common experience to all members. The topic for discussion can vary depending on the interest of the leader, but it should be a structured topic. Adolescents need to learn to talk meaningfully to each other and, like any new learning, it requires time and structure. During the second week, some leaders will ask each group member to take half the session to tell their life history. Other leaders will have their students play some group games. Other leaders will teach goal and objective setting skills.

In the third week, the leader mixes structured discussion with more free discussion. If he is using a specific technique he is beginning to allow the members some opportunity to use the technique. The leader begins at this point to allow basic group dynamics to operate. He begins to make appropriate use of learning by modeling, power vs. nurturance, anxiety control and any special techniques he wishes to use.

By the end of the third week the teacher who is leading his first group is usually more uptight than he was during the first group session. He wishes the group would become cohesive but feels that it never will. The kids seem not to care about themselves, let alone each other. The group leader feels that he does not have the vaguest idea what is going on during the group meetings. The leader is now often so uptight that he will deceive his colleagues and indicate that everything is going fine with his group.

At the end of the third week the new leader is ready to learn about group process. He realizes that group leadership is a complex, difficult task. It is not simply using one's charm to compel kids into more productive behavior. The group will eventually train the leader if he allows it to do so, but the learning process can be expedited by consultation. A group will occasionally function without having the leader function, but this is a rarity. The key to getting a group off the ground is for the new leader to be willing to accept ideas and suggestions from more experienced leaders and experiment with new leadership techniques. Leadership of adolescent groups is an art form and must be learned as such.

The following papers are presented for the purpose of stimulating discussion among group leaders. On first reading the group leader will feel that he understands both disaffection and group leadership. There is a difference between understanding an art form and in performing it. These papers should serve only as a stimulus for further study and discussion.

The teacher will probably discover that by learning to understand group process and by learning to deal with disaffected students his regular classroom behavior will be modified. His control over his regular class group will improve. His ability to maintain a positive learning atmosphere will be enhanced. Most importantly, he will find that the mainstream youngster's behavior is easier to comprehend and deal with because the mainstream youngster's problems differ only in degree from those who manifest overt signs of disaffection.

KEYS TO DEALING WITH DISAFFECTION

Students in the Focus programs have been labeled as being "disaffected." The term "disaffection" has a number of meanings. When used by Focus, disaffection simply means "turned off." In reality most of the Focus students present more problems than simple "turn off." Some of our students are obviously depressed. Others are what we have called "game players" or manipulators. Still other students display angry, aggressive behavior. Most of the students in Focus are obviously unhappy about some segment of their lives. This unhappiness is often masked by many defensive behaviors. It can be hypothesized that the majority of the youngsters served by Focus are clinically depressed. Before one can effectively help the youngster deal with his depression one must have some understanding of its causes.

Most psychotherapists agree that depression is the result of an individual learning during childhood that positive stroking (social reinforcement) from adults is only obtained by inordinate effort. The child learns that it is extremely difficult to receive positive strokes from meaningful adults. The youngster also learns that he had better suppress any anger he feels as the result of his futile stroke-seeking efforts. Any display of anger on the youngster's part often leads to his being punished by the adult. After a few years of this type of learning situation, the child finds it increasingly difficult to even feel angry. What the child comes to feel is depression (depression being defined as anger turned against self). He learns that the expression of anger leads to a withdrawal of the available positive social reinforcement. Any angry feelings felt must then be directed against the self rather than against an external object. As a youngster gets older controlling these feelings becomes increasingly difficult.

Depression is not a simple construct. It has a number of affective layers which range from anger to fear to loneliness. The therapist who states that a given youngster is depressed is really saying that the child has had the sort of life experiences as described above. The behavior manifested by the youngster may take a number of forms. Some of these forms do not look like depression. For example, an angry child may be angry or depressed. If an angry child is depressed, one treats the depression not the anger. To teach the depressed child to control his anger only confounds the depression.

If a youngster is demonstrating angry manipulative behavior, the therapist must determine the cause of this behavior. Often the child will indicate that the source of his frustration (frustration produces anger) is a particular person or group of persons. The child who is actually frustrated by a given situation will be treated by helping him learn new coping behavior. Often the therapist finds that there is no reality basis for the youngster's accusations. Exploration of each indicated source of frustration leads the youngster to indicate that his initial identification is incorrect. The child then indicates that another person or situation is the source of his frustration. This chain of sources can become rather lengthy unless the therapist is able to recognize that the manifested anger is not externally determined but rather results from internal conflict.

Stroke deprivation is a necessary component in depression; however, another factor found in the depressive reactions of our kids is the way in which the parents have reacted to the youngster's transgressions. A parent can either induce guilt or shame. Most parents induce some guilt and some shame. Most of us can feel both guilt and shame. Guilt can be dealt with by most people. Shame produces depression.

Guilt Reaction. The situational complex producing the guilt reaction is one in which the parent's attitude toward the child is loving responsibility and a satisfied recognition and respect for the child's dependency and individuality. The parent expects conformity to necessary codes, but the expectation is in the setting of parental love and pride. Punishment is used to make secure the loving relationship.

The important point is that the child learns that by inhibiting a particular kind of forbidden behavior he is automatically returned to love and increased emotional closeness. The child recognizes that his dependency has not been rejected and that it is the deed and not himself that has been criticized.

Shame Reaction. The parent's attitude toward the child is one of angry rejection of the child himself. The child misbehaves and is punished by total rejection. The discipline given takes the form of humiliation. The child is made to feel as though he is standing naked in front of hundreds of laughing, sneering adults. The child develops the attitude that he is "not O.K." He does not learn that some behaviors are not O.K. but learns that he is not a worthwhile person (that it is he who is "not O.K.").

The child feels that he is inadequate and worthless. Being a worthless strain on his parents, he comes to fear that his parents may abandon him. Sometimes parents will threaten to send the child away. If the parents themselves are unable to separate the child from the child's behavior, the parents may psychologically abandon the child. They come to believe the child to be innately worthless and while not physically removing the child, they refuse to tend to his emotional needs.

Parents of disaffected youngsters often psychologically abandon them during the elementary school years. During adolescence this abandonment may become physical. The parents of these teenagers will often ship them away to school or force them to leave the home (run away). In its mildest form the child and his parents share a house but have no communication or commitment to each other.

Continued shaming experiences lead the child to feel totally worthless. Not only does he feel worthless but he views his parents as being worthless, too; however, the child sees himself to be more worthless than his parents. The child constantly fears abandonment by his inadequate parents whom he feels he cannot trust. He fears his own resentment of his parents because he is certain that its expression will lead to actual abandonment. With increasing age and with aggressive parents, the child feels that he may not be able to control his frustrations and in fact may begin to act out his resentment.

Guilt inducing discipline produces a belief in the child that certain behaviors must be inhibited or extinguished. Following this atonement the child will be restored to loving closeness with the parent. Shame inducing discipline produces a belief in the child that the intrinsic structure of the self is "bad" and that emotional closeness will always be withheld unless some impossible nuclear change of the self is actualized. Also, one of the rules intrinsic to the shame reaction is that the child views himself as different from his parents in some way and this difference is negative. The parents are viewed by the child as being bad, but it is important to remember that the child views himself as being worse.

Feelings of shame exist in all of us. Shame is pathological when it inhibits the expression of other emotions or allows the person to operate on only one emotional plane, such as constantly acting-out or consistent manifestations of withdrawal or isolation types of behavior. The youngster who has experienced an overabundance of shaming feels not only worthless but also feels alone and afraid. He feels so unworthy that no one will be willing to help or care for him. Getting close to people is highly desired but very frightening. To get close to another person gives that person the power to reject and shame.

Many Focus students see their own needs and their own innateness as being bad. Their self-concept is that of being worthless, unworthy and unlovable. Simply, many feel that they are "not O.K." As they act out to meet their needs, they find that society in general increasingly rejects them, proving again that they are "not O.K." Since they believe that they are "not O.K.," any punishment they receive is felt to be deserved.

Our students often seem to be attempting to make us punish them. They seem to be trying to get us to prove that they are really "not O.K." In a sense they want us to reinforce their negative identity. These adolescents seem to want us to see them as they see themselves, shameful and unworthy. These young people are depressed. They are on a self-destructive trip.

When we offer a student positive strokes, affection and care, we induce dissonance into his view of himself. The student cannot understand how we can care for him. He feels that we are fools to be manipulated; for if we really knew him we would reject him. If we allow him to manipulate us, we confirm his notion that we are fools. If we stop his manipulations, reinforce his positive behavior, ignore or reasonably punish his negative behavior and continue to impress upon him that he is "O.K." and that only his behavior is questionable, we should eventually induce enough dissonance to force the individual to take a closer look at himself. If the staff and peer group refuse to accept the concept of innate "badness," the "not O.K." student may have to redefine his self-concept.

The disaffected student: On the surface this individual is often manipulative. Initial confrontations and attempts to stop these manipulations make the student very angry, and he/she probably will attempt to escape control or increase the level and amount of manipulation. If we don't give in to this defensive behavior, the student becomes depressed. This is because the intervention of others to thwart and control his actions forces the individual to have to face his/her sense of badness, worthlessness and shamefulness.

We often see this shame based depression best exemplified when a young person has been incarcerated for a few days. Too often we don't take therapeutic advantage of its presence because we are shocked to find our once aggressive, hostile, manipulative charge quietly depressed and withdrawn. This same behavior may occur in our programs, but again we often do not take therapeutic advantage of the situation because we are so relieved at the reduction of stress on us previously induced by his manipulations.

How can we take advantage of this shame based depression? Display of caring behavior is important as is the explanation to the child that we are not angry with him but with his behavior. Caring and explaining will help develop a good relationship, but still more can be gained. In shame based depression the infantile fears of loneliness, rejection and abandonment are of primary importance. The adolescent's fear of abandonment and loneliness can often be dealt with at the time the depression manifests itself. Since the individual's loneliness and fear of rejection are keys to his/her negative behavior, sensitive caring and sharing of these feelings can often lead to the establishment of a working therapeutic relationship. The teacher and/or the peer group can at this time help the student deal with the issues which are basic to his life.

When a student is angry, manipulative or indifferent on the outside it is hard to remember that he is lonely and fearful on the inside. He/she wants us to reinforce his/her negative identity, but hopes that we will not. He/she wants us to abandon him/her but fears that we will. Sometimes we should not listen to what our students say but rather to what we think they are saying. How would you behave if you were afraid of being rejected or abandoned, and of establishing a close relationship with another person? How would you behave if you felt no one needed you or cared about you? Would you be angry or would you withdraw? No matter which overt behavior you choose to display, how would you be feeling? If you got yourself into so much trouble that you had to be incarcerated or hospitalized how would you want the significant adults in your life to respond?

COOKBOOK

1. Care, nurture and support.
2. Remember the primary key is loneliness.
3. Remember the secondary key is fear of rejection and abandonment.
4. Stop the manipulation.
5. Don't get turned off by the resulting anger.
6. Keep stopping the manipulations.
7. Verbally help the child differentiate between your reaction to him and your reaction to his behavior.
8. Allow the depression to develop. Don't allow the depression to become a manipulation to get you to reduce control. Acting depressed is often a good manipulative tool.
9. Interrupt the loneliness and fears after the depression is established.
10. Don't abandon the student as soon as he/she stops being either angry or depressed, it does not mean he no longer needs you.
11. Care, nurture and support.

SECTION III

HUMAN RELATIONS SKILLS

A. Introduction to Skills

   1. Reality Therapy
   2. Teacher Effectiveness Training
   3. Behavior Modification
   4. Transactional Analysis
   5. Positive Peer Culture
   6. Others

B. Discipline and Reinforcement

   1. Discipline
   2. Use of the Peer Group
   3. Leadership Board
      a. Specific Roles
      b. Junior High School Model
   4. Crisis Intervention
   5. Procedure for Dealing With Unacceptable Behavior
   6. Example Contract Forms

A. INTRODUCTION TO AVAILABLE SKILLS

INTRODUCTION TO AVAILABLE SKILLS

The following techniques can be useful resources to the Family Group Leader. In depth training in any of these techniques is not necessary as long as the individual has a good basic understanding of Group Process and Group Dynamics.

The Focus staff members have not been trained in all of these techniques but use a combination of them which seem to be most effective for them. It is left up to each individual staff group to gain more expertise in any one of these areas if they so desire. The important thing is for group leaders to share experiences and use of various techniques with each other.

We believe a person can become a good Group Leader through experience in a group, more than through extensive technique training. We believe these techniques to be only skills to make a difficult job a little easier.

REALITY THERAPY AS A TOOL

Reality Therapy - William Glasser, M.D.

Reality Therapy is based on realism, or reality. Glasser believes that people who have the ability to fulfill their needs are those people who are successfully functioning with themselves and the real world. He identifies these people as being responsible. They are emotionally and mentally healthy people. They can give and receive love. A responsible person also does that which gives him a feeling of self-worth and a feeling that he is worthwhile to others. He is motivated to strive and perhaps endure discomfort to attain self-worth.

Some people deny the reality of the world around them. These people are unsuccessful in their effort to fulfill their needs no matter what behavior they use. Their efforts to satisfy their needs are socially unacceptable, and/or destructive to themselves or others. These people are not emotionally and mentally healthy. They have adjustment difficulties to the real world. They are identified by Glasser as being irresponsible. Over half of our students at one time or another, to one degree or another, fit this classification. Since we have so many students like this in our school systems, it seems irrational to use any model or approach which does not recognize the existence of these students and their needs.

The Focus model operates under the premise that one of our most important tasks is to teach students how to be responsible. Students need to have someone such as parents or teachers, to whom they are exposed intimately enough and who care enough about them to both love them and discipline them if they are going to learn to be responsible. Students need a model which demonstrates responsibility. This means we will not tolerate unacceptable behavior just because its easier to avoid it, or we don't want to be disliked, or that we say yes when we mean no, or no when we mean yes, or we become permissive out of pity. It means we care enough to suffer the pain and hassle we may have to go through to insist on responsible behavior because we care. Glasser says that taking the responsible course will never permanently alienate the child. He also says: "We gain self-respect through discipline and closeness to others through love. Discipline must always have in it the element of love. . . . similarly love must always have in it the element of discipline.

"The major difference between therapy and common guidance that is effective is in intensity, not in kind."

"The specialized learning situation which we call Reality Therapy is made up of three separate intimately interwoven procedures. First, there is the involvement. The therapist must become so involved with the patient that the patient can begin to face reality and see how his behavior is unrealistic. Second, the therapist must reject the behavior which is unrealistic but still accept the patient and maintain his involvement with him. Third, the therapist must teach the patient better ways to fulfill his needs within the confines of reality."[1] The Focus approach substitutes the word teacher for therapist and the word student for patient in the three procedures listed above.

Glasser also believes, and we concur, that the most difficult phase mentioned above is the first, but that unless the involvement between the teacher and student takes place there can be no real change. We have used this approach. We have been successful with this approach. We have learned it does not require highly trained professional therapists. We have learned we will not hurt students with this approach and we recommend it highly as one of the tools to effectively work with all students, especially the disaffected.

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[1] Glasser, William, M.D., Reality Therapy, A New Approach to Psychiatry, Harper and Row, New York, 1965.

We have employed a modified version of the Glasser approach which we use for unacceptable behavioral situations. This version is described elsewhere in this package.

TEACHER EFFECTIVENESS TRAINING AS A TOOL

The Focus model uses some of the basic skills described by Dr. Thomas Gordon in his book Parent Effectiveness Training. We believe some of these skills have been invaluable to us when working with disaffected students and that they can be equally valuable to anyone else who works with people.

Gordon begins by classifying behaviors into acceptable and non-acceptable categories, and follows that by an explanation of problem ownership. The question of who owns the problem obviously has much to do with the solvability of the problem. We can only solve our own problems--only others can solve their problems. One of the techniques Gordon uses when the other person has the problem is to use the skill of active listening. Active listening employs feedback to a person about how the listener decodes what was said with a strong emphasis on feedback of feelings. This skill can be learned by anyone and with practice may become the most single valuable tool a teacher can have who works with kids with problems.

Another skill which is emphasized by Gordon is the "I" message. This is simply a way of presenting a problem that I have to someone else in such a way as to communicate feelings and to possibly enlist the help of another person in its solution. This too is a very effective technique.

When active listening and I messages don't work, Gordon suggests an approach that he describes as the "No-lose" method of solving conflict. Basically, this is a democratic approach that employs the following six steps:

1. Identifying and defining the conflict
2. Generating possible alternative solutions
3. Evaluating the alternative solutions
4. Deciding on the best acceptable solution
5. Working out ways of implementing the solution
6. Following up to evaluate how it worked.

The entire Effectiveness Training approach fits in very nicely with other approaches. We believe it should be strongly considered as a training requirement for anyone who works with disaffected students.

Gordon, Dr. Thomas, Parent Effectiveness Training, the "No-Lose" Program for Raising Responsible Children. Peter H. Wyden, Inc., Publisher, 750 Third Ave., New York, N. Y. 10017, 1970.

BEHAVIOR MODIFICATION AS A TOOL

This description is designed to serve as a guideline of behavior modification techniques the Focus Staff has found useful with Focus students. It is not to serve as an outline to set up a behavior modification program.

Behavior modification works because it is a basically simple, structured formula for success. It is an effective means to change behavior. Also, behavior modification can be used in conjunction with existing theories and programs and without conflicting with them.

Behavior modification operates on the principle that behavior is influenced by its consequences. If a student feels good about what he has just done he will do it again. If he feels bad, he will not do it again. Also, a student will do something he doesn't like in order not to lose something he does like.

A critical element in this technique is what makes the student feel good, the reinforcement. Positive reinforcement or rewards are usually preferable to negative reinforcement or punishment. Punishment has its place but only as a last resort. One of the best ways to discover what is reinforcing is to ask the student. One must be careful, however, to prepare a list of possible choices since the student may find it difficult to decide when given unlimited choices. Remember, learning may eventually become its own reward, but initially it is not sufficient to maintain much work and short term rewards must be devised.

Three steps should be taken when a change in behavior is desired. It is first necessary to specify the behavior in objective and observable terms.

Next, one must specify the contingency - reward or punishment. Last, specify the consequences - an increase or reduction in the behavior (also objective and observable).

An example of this process is illustrated by the desire to have a student work on math problems. The student likes to play the tape recorder. The desirable behavior is the completion of five math problems in 15 minutes. The contingency is positive or awarding 10 minutes free time to play the tape recorder. The consequence is the completion of five math problems in the specified time.

In the development of procedures described above to change behavior it is important to remember several items. First, be consistent. Do not grant free time on one occasion and not grant it for the same performance the next time. Second, think small. Concentrate on small areas of change and build up from there. Third, establish functional behavior. It is important to develop changes that will be maintained and reinforced outside the school environment. Fourth, start where the student is at not where you think he should be (be empirical). Fifth, reinforce each unit of response and have short intervals between behaviors and reinforcements. If the reinforcement is not frequent the student will either lose interest or fail to associate the reinforcement with the behavior.

Behavior modification is effective but takes work. Be prepared for many failures and false starts. If one design does not work, recycle it changing the design. Given a fair trial the program will prove successful for both teacher and student.

For further information concerning reinforcement, refer to the Reinforcement Section in the Focus Informational Booklet, page 16.

PRINCIPLES OF BEHAVIOR MODIFICATION

(Behavior is influenced by its consequences.)
(People repeat behavior that results in desired consequences.)

1. The learner must be in a condition for learning.
    a. He must be able to receive what someone else has to give him.
    b. He cannot be distracted or tuned-out because of bing sick, tired, anxious, frightened, worried, or otherwise emotionally involved.

2. The learner must be able to perform the desired task.
    a. The expectation must be realistic and achievable.
    b. The capacity and background of each person is unique and each person's individuality must be considered.

3. Avoid punishment except as a last resort or to prevent the learner from being hurt or hurting others.
    a. Punishment is only effective temporarily - no permanent weakening of behavior takes place.
    b. The learner simply learns to avoid the punisher, or in some cases, removes the source of the punishment.
    c. Punishment teaches the learner to fear and hate the source and that which is closely related to it. (a specific teacher and subject)

4. Use extinction techniques to stop undesireable behavior.
    a. Ignore the behavior and play it cool emotionally.
    b. Any attention at all will be reinforcing.

5. The teacher must have reinforcement for the learner.
    a. The behavior must be followed by a good feeling.
        (1) Can be material - food, money, gifts, and rewards.
        (2) Can be emotional - love, attention, and praise.
    b. The teacher must create a relationship that makes the learner want his love and attention.

6. Reinforce whatever you want the learner to do and ignore what the learner does that you don't want him to do.
    a. We often ignore desireable behavior.
    b. We often give attention to undesireable behavior.

7. Reinforce every move in the direction of the goal.
    a. Improvement or progress in the direction of the goal needs reinforcement to continue.
    b. This changes long term goals into short term goals.
    c. A learner may not have enough motivation to last for the delayed reinforcement of the final goal.

8. In early stages of training, it is important to reinforce every desireable response. When learning is well underway, spaced or intermittent reinforcement is more effective.
    a. Too much reinforcement becomes phoney and becomes a put-down.
    b. Growth is expected and satisfying and is reinforcing in itself and doesn't need ritualistic reinforcement.

9. Arrange for the learner to be successful in the initial stages of learning.
    a. Start with easy tasks and work up to harder ones.
    b. Success breeds success. Failure is discouraging.

BEHAVIOR MODIFICATION SYSTEM

The Little Falls Focus Staff has devised a classroom behavior modification system based on the students' attendance and classroom work. Students may earn a maximum of 5 points for each class period. One point is given for being on time and one point for beginning work immediately. The other three points are earned for continued work during the class period. The students can earn a maximum of 25 points per day.

Points are tallied every five days and bonus points are awarded at that time. Twenty five points are given for perfect attendance and 500 for being selected Focus Student of the Week. Points accumulated during our school's twelve week grading period are used to determine quarterly grades and continued eligibility for the Focus program. Students earn a free day for every 500 points.

If a student's five day totals are below 90 points, a contract is written. The first two contracts are written by the family, the third is a leadership board contract and the fourth is a terminal contract. The fifth sub-90 total during the twelve week period results in the student's removel from the program. All contracts are destroyed at the end of the quarter and each student begins the new quarter with a clean record.

This system has been used in our program for one year. We have found that it is an objective method of dealing with students.

TRANSACTIONAL ANALYSIS -- Dr. Eric Berne, M.D.

Transactional Analysis is a tool which most people can understand and put to use. It is not only useful for teachers, but it is beneficial for students as well. It encourages the use of words that are simple and direct rather than psychological, scientific words or jargon. It is an outstanding communication system with which to talk about what is going on between people and within oneself.

Transactional Analysis is a rational approach to understanding behavior and is based on the assumption that any individual can learn to trust himself, think for himself, make his own decisions and express his feelings.

Transactional Analysis primarily concentrates on the following phases of behavior: One, Personality or the Ego state structure. This consists of the Parent Ego state which contains the attitudes and behavior learned from external sources, primarily parents. It is often expressed towards others in critical, prejudicial, and nurturing behavior. Inwardly it is experienced as old Parental messages which continue to influence the inner Child. When you are acting, thinking, feeling, as you observed your parents to be doing, you are in your Parent Ego State.

The personality also includes the Adult Ego state which is identified as the objective, organized, adaptable, intelligent, reality based ego state. Its function is to gather data and information, test reality, estimate probability and compute dispassionately. The Adult Ego state does not relate to the age of a person.

The Child Ego State contains all the impulses that come naturally to an infant. It includes the recordings of his early experiences, how he responded to them, and the beliefs he took about himself and others. It is expressed as "old" behavior from childhood. It has primarily to do with feelings and emotions. It continues to function throughout life.

A second emphasis of Transactional Analysis has to do with the analysis of what people do and say to one another. Anything that happens between two people will involve a transaction between their ego states. When a person sends a message to another, he expects a response. All transactions can be classified as (1) complimentary, or satisfying; (2) (2) crossed, or unsatisfactory; or (3) ulterior, or crooked and dishonest.

A third phase of T. A. is game analysis. This has to do with transactions between people which are dishonest and destructive. The games are psychological games. They have a beginning, a set of rules and a conclusion or pay off for the players. They can be played with different degrees of intensity, from being socially acceptable to the criminal homicide/suicide level. They can be classified, identified, and recognized as a form of transaction that everyone participates in.

A fourth stage of T. A. has to do with script analysis. Script has to do with the life dramas that persons have been programmed to compulsively act out. Script can be briefly defined as a life plan. Some aspects of this plan may be constructive and others destructive. In either case it implies lack of freedom to live a life plan decided upon by ourselves. With this awareness it becomes possible to make realistic decisions about our lives rather than blindly and compulsively following a plan from other sources.

T. A. teaches that people are responsible for their behavior and their feelings, that they can do something about their behavior and feelings if they are unsatisfactory and that no one has to be unhappy or live an unsatisfactory life if they choose not to.

POSITIVE PEER CULTURE

One group method presently being utilized in the school setting is Positive Peer Culture. This method was introduced by Harry H. Vorath. Mr. Vorath demonstrated the effectiveness of this concept in modifying aggressive delinquent behavior in a variety of institutions throughout the country. This model has now been adopted and is being used by a number of institutions in the state of Minnesota such as: Minnesota State Training School, Hennepin County Home School, Project Newgate, and the Minneapolis Public Schools. The Center for Group Studies was organized to establish a national training center to prepare personnel to use more effective methods in helping rebellious youth to adjust to our society.

Positive Peer Culture utilizes a peer group approach that assumes that the opportunity to do good and be good has universal appeal and that a common problem for the large majority of acting-out youth is a poor self-image. "The group is guided by the leader to develop feelings of self-worth, of significance, of importance to others, of dignity, of desire to do good and be good. This includes opportunities and challenges to be of service to others and positively express group approval for being of service. This includes examination of one's own behavior in relation to the reactions of others in an atmosphere where the group intent is to help and not to hurt. It includes intensive exposure to a subculture permeated with the positive values of respecting and helping others as well as self-respect. It includes accepting responsibility for protecting others from hurt either self-inflicted or resulting from the actions of others."[1]

In the use of this method the responsibility for the individual student's behavior is placed on the group themselves, not upon the staff. This way the group can begin to see that various individuals are behaving in a way that hurts others within the group rather than the staff person. When the group recognizes itself as the body which is responsible for its group members they can begin to develop positive ways of showing care and concern. Students soon recognize the reward of helping others and value this over other material rewards. When a group begins to show care and concern students are encouraged to openly share problems within this setting where other humans want to help him/her solve individual problems, not punish him/her because the problem exists.

The role of the group leader is to make sure the group handles their responsibility, to guide the group to question values, and to support students caring about one another. The group leader must establish high levels of expectation and call the attention of the group to specific problems that he/she spots within a group.

The group will attempt to identify each member's problems through group discussions and the behavior the member exhibits in and out of group. It then becomes the responsibility of the group to help each member understand the problems and set goals to effectively deal with the problems in order to solve them. The group is responsible for evaluating each member's progress and determining if the problem is solved.

This is a brief overview of the Postive Peer Culture method. Those interested in further information and training should contact the Group Studies Center in their area or write to: Michigan Center for Group Studies, 400 N. Pennsylvania Avenue, Lansing, Michigan 48911.

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[1] Vorath, Harry H., ACSW, Positive Peer Culture, Revised Edition, Group Studies Center, January 1, 1972.

OTHER AVAILABLE SKILLS

We have only listed a few of the possibilities available to enhance your effectiveness in your role of working with students. The bibliography section of this manual will give you many more texts you may want to look into. The most important thing is to maintain an open mind to any new methods that come along. No one knows all there is to know and we certainly believe you should investigate any new innovations and give these new ideas a try.

We also firmly believe that you can be as effective and sometimes more so, than someone with years of training and no experience with children. If you have a desire to help these kids to help themselves, are willing to listen as well as share and believe in alternative approaches you will most likely be successful with or without a lot of extra training. You are the real tool to working with these students so use your own personality, logic and straight common sense to the fullest possible extent. As one of our staff has so aptly put it, "Be consistent, positive, and pray a lot."

B. DISCIPLINE AND REINFORCEMENT

DISCIPLINE

Discipline is an important part of FOCUS. We have found that a autocratic or permissive approach has been ineffective in teaching FOCUS students self responsibility and internal discipline. We also realize that we cannot make a child do what we want him to, some how we must secure his cooperation. After trying many forms of discipline we found that the one that worked best for us is an approach outlined by Rudolph Dreikers and Loren Grey in A New Approach to Discipline: Logical Consequences.

In order to implement this method we must clarify the meaning of various consequences. NATURAL CONSEQUENCES: A natural consequence is the natural result of ill advised acts. This is a natural consequence that is not in anyway prearranged by a human.

LOGICAL CONSEQUENCES: A logical consequence is arranged by an adult and therefore not solely a result of the childs own acts. In order to be effective it must be experienced by the child as logical in nature.

PUNISHMENT: Those in power inforce their demands on others in punishment. Punishment is retaliatory and is a means of imposing ones will on another by brute force.

We oppose punishment as being an effective measure to bring about the desired result which is positive, constructive behavior. Natural consequences impresses on the child the 'needs of reality' and not the 'power of the adult' and is effective measure. Logical consequences imposed by caring and meaningful others in the childs life can also effect positive results. Relationships based on mutual respect are necessary to use the logical consequences approach. A greater amount of teaching skills is required on the part of the staff to use this approach effectively.

In FOCUS staff are trained to use the logical consequence approach and then guide the students in the use of this method with each other. As FOCUS students grow and show they are ready for a responsible and meaningful role in the leadership by the program they begin to take over in the area of discipline. The peer group is the most effective and powerful influence in an adolescent world so we gain their cooperation in disciplining each other.

*The following sheet illustrates conditions that differ in the use of logical consequences and punishment situations.

LOGICAL CONSEQUENCES	PUNISHMENT
A learning process	A judicial proceeding
Adult plays the role of an educator	Adult plays the role of policeman, judge and jailer
Adult is understanding, sympathetic	Adult is usually angry
Adult is interested in the situation and its outcome	Adult is interested in retaliation
Adult tries to be objective, with little emotional involvement	Adult is often subjective, with considerable emotional involvement
Expresses the reality of the social order, not of the person	Expresses the power of a personal authority
Are intrinsically related to misbehavior	Has an arbitrary connection to misbehavior and its consequences
Have no element of moral judgement	Inevitably involves some moral judgement
Are concerned with what will happen now	Is concerned with the past
Give the child a choice of his behavior and the results	Gives no choice to the child
Respects the child	Belittles or demeans the child
Distinguishes between the deed and the doer	Denotes sin
Child is accepted, although his behavior is not	Implies that the child has no value
Is firm but fair	Is often unfair
Voice is calm and friendly	Voice is loud and angry
Is appropriate in a democratic setting	Belongs only in an autocratic setting

USE OF THE PEER GROUP

We are all aware that as children grow into adolescence the influence of adults lessens and the peer group influence becomes more powerful. In FOCUS we guide our students into the role of leadership in many areas in an effort to use the most effective force we have available to us, THE STUDENTS.

The need to belong is a basic fundamental human motivation. We use the Family group to guide our students to realize that to gain a real sense of being worthwhile and significant to others they must be willing to contribute to the welfare of the group. Behavior changes suggested by peers are more readily accepted by individual members.

The adult leader can encourage the group to work together more effectively through introducing skills in communication and problem solving. The adult leader also encourages and demonstrates caring for others. As students begin to demonstrate what they are learning in group we see a definite change in behavior and attitude outside of the group situation.

These students need much encouragement to continue to respond in a positive and caring manner. Staff can provide this. These students also need a place to test their new skills in a meaningful way. The student leadership board can be an effective tool to meet this need. Other ways we can meet this need are through teacher assistant roles, tutoring other students, special community projects, serving on various committees and touring visitors.

The important thing is to identify when the student is ready for a responsible role and make sure that the opportunity is provided for them. Once in these roles students will periodically make mistakes and impulsive decisions. The FOCUS staff and students can use these incidents to help each other grow and realize that these are only learning experiences and not more failures!!!

FOCUS LEADERSHIP BOARD

Purpose-- The Focus staff believes that many Focus students are ready to assume more program leadership responsibilities.

Selection of Leadership Board members and officers -- Members of the board should be those who are the best Focus has to offer. They should be able to consistently demonstrate caring behaviors toward others, the program and themselves. For example, they should demonstrate:

- good attendance
- the ability to treat others fairly whether they are friends or not
- a sincere interest in working to help others to deal with their problem
- a real desire to grow themselves, to be better human beings
- problem solving ability--not just bitching and complaining behavior
- a desire to listen and learn from others

Each family group should select a leadership board member who would best meet the above criteria.

These board members should then select a chairperson who best seems able to lead the group and a secretary who is willing and able to keep notes and write contracts.

Families whose representative becomes chairperson or secretary should then select another representative who can be a regular representative on the board.

Board Responsibilities-- The board should be willing to act effectively with contracts to help students who are having continuing behavior problems in Focus. These behavior problems might include bad attendance, vandalism, uncaring behaviors toward others.

Such problems will first be referred to family groups for their consideration and actions. Should they be unsuccessful in helping the students with the problem, the student and a representative from his/her Family would then meet with the Leadership Board. This is a first referral situation. The Family representative will explain the problem and what has been tried. The student will be asked about what he intends to do about the problem and will help the Board to write a behavior contract.

If the first Leadership Board contract is unsuccessful and broken, the student and his family leader appear again before the Leadership Board. This is a second referral which requires notification of parents. The family leader would then present only facts and no recommendation. At this point the student would probably be put on a terminal contract and the consequences of breaking the contract (i.e., removal and rescheduling into a plan more appropriate for that student.)

(Over)

Other Responsibilities-- Much needs to be done to make this environment more attractive and comfortable. We could use more social activities. We could design activities to help kids use free time. Students could be used more effectively with visitors. The Focus approach needs to be communicated to mainstream staff and students. From time to time the rules must be evaluated and adjusted. Staff may use the group to assist in evaluating and planning classroom activities and materials.

An approach to doing some of these things might be to first identify a problem. Secondly, we need to get information (form a committee--seek staff and student input.) Then we need to make a recommendation that includes a plan of implementation and vote on it. After review by the staff, it would be implemented or sent back for further consideration.

All decisions are reviewed by the staff and may be sent back to the Leadership Board for reconsideration.

Leadership Board Advisor-- The advisor's role is one of guidance (providing basics of contract writing, providing information, relating staff feeling, describing problems as seen by the staff.) He should not be expected to provide recommendations or plans. This is the board's responsibility.

Chairperson's Role-- The chairperson runs the meeting, designs the agenda, keeps the group on the topic, stops bitching and channels energy toward making decisions based on facts. The chairperson also assigns tasks to specific people and makes sure they get it done.

Secretary's Role-- The secretary keeps notes and writes contracts.

Board Members-- Each is responsible to deal with agenda items and bring up concerns and proposals from their own family groups. Each is also responsible to report back to their family group concerning board action. The staff expects that all board members will continue to be real examples of the best that Focus has to offer. We also expect that each member will willingly take on the additional responsibilities that the board will require of them.

This kind of student involvement allows for the student to:

1) Become a positive leader.
2) Feel he/she is an important and functional part of his/her school.
3) Learn to make decisions and follow through on them.
4) Learn to function within a task oriented group.
5) Build his/her own ego strength through accomplishing this job.

SPECIFIC LEADERSHIP BOARD ROLES

A. Advisor's role
  1. Pre-training leadership.
  2. Post-meeting evaluation leadership (at least initially).
  3. Advising the Board of staff positions.
  4. Vetoing plans in conflict with existing policies until approval if granted.
  5. Voting or abstaining from voting.
  6. Communicating Leadership Board activities and decisions to staff.
  7. Attending all meetings.

B. Chairperson's role
  1. Introduce agenda items.
    a. Old business
      1. Summarize situation.
      2. Introduce person or resolution.
      3. Allow for discussion--limit time.
      4. Call for consensus.
        a. If granted, enter in minutes and direct action to occur.
        b. If vetoed, set up approval strategy and times.
        c. If voted down, get reaction of "no" voters in form of resolutions.
        d. Try for consensus.
        e. Possibly send back to appropriate committees or family groups. (If it has anything to do with a referral be sure and indicate to the student under what circumstances he could get a second referral.)
    b. Student with plan
      1. Introduce student.
      2. Ask student plan questions.
      3. Get reaction of Board--limit time.
      4. Ask for consensus.
        a. If granted, enter plan specifics in minutes.
           Direct okayed plan back to family leader.
        b. If not granted, get imput of those against it in the form of specific resolutions or recommendations. Direct vote on resolutions of each person to get consensus--keep at it.
        c. If vetoed, figure out who needs to grant approval and get someone to get it before some specific time. If it cannot be done during the meeting be sure and indicate when the problem will become a second referral.

        - d. If sent back to family, let the family representative know why and insist that he/she inform the group. Make sure that they know what they have to do and the deadline for doing it. Possibly even send a Board Member to meet with the group to get the task done if it seems warranted.
          Be certain that the student knows what will make this problem become a second referral.
          Otherwise he may think that sending this back to family will give him more time.
    - c. Proposal from individual or committee representative.
      - 1. Introduce person or representative--let them speak.
      - 2. Allow some discussion--limit time.
      - 3. Call for consensus.
        - a. If granted, enter in minutes and direct action to occur.
        - b. If vetoed, set up approval strategy and times.
        - c. If voted down, get reaction of "no" voters in form of resolutions.
        - d. Try to get consensus.
        - e. Possibly send back to committee.
  - 2. Abstain from voting and discussing except to break a tie.
  - 3. Stop bitching and defensiveness.
  - 4. Keep Board on topic.
  - 5. Set time limits for discussions.
  - 6. Direct items for secretary to put in minutes.
  - 7. Attend all meetings.
  - 8. Call special meetings--arrange with secretary to contact all members of Board.
  - 9. Deal with irresponsible behavior of Board.
  - 10. Develop agendas.

C. Secretary's role
  - 1. Record agenda items as they occur under Old or New Business or post-meeting evaluation.
  - 2. Record specifics of all student plans--what has to occur within what time, etc.
  - 3. Record all tasks assigned to Board members to be done within what time limits.
  - 4. Record resolutions sent to families or committees with pertinent responsibilities and time limits.
  - 5. Record specifics of all votes with resolutions made by "no" voters and votes on these additional resolutions.
  - 6. Get student plans back to family leaders after Board meetings.

7. Get notes to staff advisor after Board meetings.
8. Pick up agenda from staff advisor before Board meeting, and give it to chairperson of Leadership Board.
9. Abstain from all votes--may take part in discussions.
10. Attend all meetings.
11. Keep current list of all Board members.
12. Get copies of minutes out to all Board members.

D. Board members role
   1. Attend all meetings.
   2. Become involved in committee work.
   3. Report Board activities to family groups.
   4. Listen to, discuss and vote on plans and resolutions.
   5. If you vote "No",be prepared to voice your problem as a resolution that can again be voted on.
   6. Carry out duties that may be assigned by Board chairperson.
   7. Be fair to all, avoid bitchiness and defensiveness.
   8. Be straight in your dealings with others.
   9. Look for constructive solutions--don't tear down what is.
   10. Continue to demonstrate behaviors that represent the best Focus has to offer.
   11. Bring proposals from your family group up before the Board.

LEADERSHIP BOARD IN A JUNIOR HIGH SCHOOL

Our experience with Leadership Board on the Junior High level has been extremely varied. It seems to be a necessary ingredient of the alternative program to sustain the feeling of ownership. At Truesdell Junior High, we have tried separating the responsibilities by having two boards; the Review Board was for purposes of students selection and the Discipline Board to handle all other student oriented concerns. However, the varied maturity levels of the Junior High student make it difficult for them to separate friendship, peer relationships, and social equality from the legal and moral responsibilities that membership in a leadership board requires.

Ownership of the program on the part of the students brings to the faculty and administration the realization that there is an absolute value to the concept that created the program originally. The willingness to sacrifice, to work, and to defend the basic philosophy of what all are working for are the fundamental precepts that keep a leadership board working. The feeling of belonging somewhere and of being important to someone or something makes membership on a board of this nature extremely important to all the students. They become willing to fight and or cooperate with other faculty, administrators, and parents to maintain that one school ingredient that they can relate to.

On the other side of the coin, they cannot seem to divorce their own particular types of problems from others of equal need. If a student comes before them requesting membership and has problems other than those that they relate to (i.e. drugs, discipline, parents, and the law), it becomes nearly impossible for them to see a need on the part of the applicant.

Our present solution to these problems has been to take student selection from the hands of the leadership board. They are capable of handling most discipline, curriculum, and peer relationship problems. Perhaps as our program matures and we are able to facilitate an understanding of the needs of all alternative students, the leadership board can once again take on all the functions that are possible for it.

The Focus Student Leadership Board can work effectively at the Junior High School level only with a well planned selection of students who fit the criteria as potential Focus candidates. This is, in our opinion, of paramount consideration.

The Focus Leadership Board can work effectively at the Junior High School level. Assuming that the students who constitute the program meet in most cases, the criteria set by each individual program. After thorough examination and diagnosis, we would say yes, most definitely, it can work.

Selection of the student leadership board is done not less than ten weeks following the opening of school. The selection of student board members is done by election. The Focus students and teachers represent three groups or "families" of twenty students.

CRISIS INTERVENTION

Most healthy and normal kids are equipped with a considerable amount of resilience. They can handle most situations which they experience in stride. This does not mean they can handle them all. At some time, any child, no matter how well endowed, how healthy, how wonderful, even in the best conceivable classroom may be overwhelmed by internal confusion or conflict from within. They may have moments when they are suddenly filled with rage, fear, shame, fury, embarrassment, anger, or fear of consequences. They may experience a flare-up or impulse to do something which they ordinarily would not consider acceptable. They may have mood swings from one extreme to another. At this time, these children need to be given some immediate ego support by an adult who can effectively handle himself in this task.

A child may also be overwhelmed by experiences or events from without. They may face a life situation which is unusual or for which they have not been prepared. At times such situations may be more than anyone could reasonably be expected to successfully cope with. At these times it is also necessary that an adult be nearby to help the student cope with these overwhelming experiences.

Students who are identified as alienated, disaffected, or having emotional difficulties are much more vulnerable to the internal or external complexities they may face in life. Every student should have some person within the school environment who is part of his daily life, and with whom the student is familiar, that he can relate to at these times. It does little good to respond to this kind of student crisis next Wednesday when the feeling is taking place right now. When a student is experiencing emotions or exhibiting behaviors which need attention here and now some adult should be available. All that has meaning to the student who is hurting badly or has lost emotional control is the present. During this time it makes a lot of difference just how well it is handled by an adult.

Fritz Redl calls the intervention technique used in crisis circumstances the "Life Space Interview." A whole cluster full of well developed interview techniques can be described, and teachers can be trained to use them to help kids.

The following suggestions may be helpful in interviewing a student in a crisis intervention technique.

1. Interview behavior has a heavy non-verbal component. The adult should be stable and in control himself and should present a picture of clamness, assurance and concern. Don't panic! Almost no crisis has to have an instant solution.
2. Be polite. Offer a chair and a handkerchief or facial tissues if necessary. Treat the student as a worthwhile human being who has a real problem.
3. Don't tower over the student. Face the student with eye contact at approximately the same level. To frighten or threaten him at this time could result in panic or rage.
4. When you are sure of your ground, it can be good technique to confront a child with your knowledge of his misdeed and not give an inch. This can be a tremendous relief to a student who would otherwise have to clam up, deny the facts, or make a shameful

confession. This will also save time discussing whether or not the student was involved. If the student sees you as an enemy, confrontation is not likely to be successful.

5. Be sparing with the use of "Why?" It is very difficult for a student to explain his reasons and all but impossible to lay out all his motivations for his behavior.
6. Get the conversation going about the actual situation. Get a description of what happened. "Active listen" to what the child says. (See explanation of this strategy as explained by Dr. Thomas Gordon in Teacher Effectiveness Training.)
7. If you think the student is overwhelmed by guilt, shame, or fear, begin by minimizing the weightiness of the problem. Get the problem into a realistic perspective.
8. Say what you know the student wants to say but can't put into words.
9. Provide an opportunity for the student to list his alternatives in dealing with his difficulty.
10. Assure the student that he can do something about his difficulty. He has some control over what his behavior will be and what his emotions are in any situation.
11. Let the student know you will be available for follow-up sessions and that you are interested in knowing how he handles his problem.
12. At some time in the interview, give the student the opportunity to ask you questions or give you additional information.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOR

Alexander Ramsey Focus has developed a concept and a strategy to use when dealing with students who are having behavioral problems. The following items make up the basic elements of this approach:

1. Be fair
2. Emphasize student responsibility
3. Treat each student in a consistent manner
4. Do not use punitive means
5. Include persons who have relationships with the student
6. Include all persons involved in the behavior
7. Use peers to examine and help resolve the problem.

This approach is a modified and combined version of techniques used by Dr. William Glasser, the author of Reality Therapy; Dr. Thomas Gordon, the author of Parent Effectiveness Training, behavioral modification techniques, and Dr. Eric Berne's transactional analysis concepts.

Our first approach, when a student is exhibiting undesirable behavior, is similar to that recommended by Glasser. We check on the student's identification of the problem by simply asking: "What are you doing?" or "What's happening?" or some question which places the burden of awareness on the student. The entire approach is low key, non-threatening, and as individual and private as possible. The second question is "Is it helping you?" or "Is it helping anyone?" There are many ways of phrasing this statement so it doesn't become repetitious, and so the responsibility is placed upon the student. If it is determined that helping behavior is not taking place, the student is asked to make a plan about what he intends to do to make his behavior acceptable. The plan should be simple, concise, and include the elements of time, frequency and ways of identifying when it has been accomplished. The plan is presented to all involved persons for acceptance. If accepted, the plan is then stated on paper, and is dated, signed and distributed to all persons involved. It is kept in the student's file for verification if the contract terms are questioned and to keep an accumulative record for future reference and grading. After the plan has been accepted it is necessary for the student to demonstrate a commitment to the plan. Our emphasis is on: "When are you going to do what you said you would do?", not on excuses that can come out of questions like "Why didn't you do it?' We are interested in behavioral change rather than punishment. In most cases punitive methods simply result in the student avoiding the punisher and continuing the behavior when the teacher is not present. The entire process which was just explained is used by the teacher or staff member within the classroom as the behavior occurs. A summary of the steps described is listed as follows:

1. What are you doing?
2. Is it helping?
3. Have a plan
4. Make a commitment
5. No excuses
6. No punishment

In situations in which undesirable behavior is of a more serious nature or when destructive behavior becomes continuous the following steps are followed: First of all the teacher goes through a self-evaluation based on the question: "What have I been doing?" to discover if the teacher could have contributed to the problem or if the teacher's approach was ineffective. The next step would be to quit doing what doesn't work. At this point Glasser recommends that a full effort be made to give the student some type of verbal or non-verbal positive attention every day. This could include a smile; a touch, a warm greeting; compliments about appearance, achievements, attitudes, etc.; and other forms of recognition. At this stage it is also important to confront the behavior by telling or commanding the student to "stop that!" with emphasis on showing disapproval of the behavior rather than the person. Next, repeat the steps of "What are you doing?" "Is it helping you?" and then work with the plan again. This may be the time for the student to have a conference with a Focus staff member who is assigned to the role of counseling students with more difficult problems.

In the Focus model one of the staff members is identified who can most effectively use crisis intervention techniques. This may be determined by experience, training, personality, potency or some combination of these factors. This staff member is then given one hour a day (we prefer first period for a variety of reasons which are discussed elsewhere) to see students who are referred to him or whom he seeks out for one-to-one conferences.

While the student is working on an acceptable plan with the above described staff member he is kept in isolation within the area. By isolation we mean the student does not participate in class or family activities but is separated within his assigned room, or some other supervised room, to work on his plan. The student will stay in isolation until his plan has been completed and accepted. No credit is given for work which is missed during this time.

If the student is still demonstrating unsuccessful behavior, other alternatives must be considered. These other alternatives may include a conference with the building principal or his assistant, it may include his parents, it may include his probation officer (if he is on probation), it may include a meeting with his peers, or it may include a group meeting consisting of any of the above and his teacher or teachers.

More serious circumstances may result in outside help from the school psychologists, welfare case workers, police or corrections personnel and other community agencies such as mental health centers, public health agencies, youth referral agencies, and others mentioned in the community resources materials. Some of the possibilities that can come out of the use of the Juvenile Court System is assignments of students to Outward Bound Camps, ranches, psych wards, drug prevention centers, foster homes and other treatment options.

A final step is to remove the student from school if it appears that all of the resources of the staff, the system, the peer group and other community agencies has not been successful in any of its strategies. It should be mentioned that the help of peers and the Family Group Process is used constantly in all phases of reacting to student behavioral problems. A summary of the steps used in more difficult situations is listed below:

1. What have I been doing?
2. Stop doing what doesn't work
3. Be physically and verbally nurturant
4. Command: Stop that!
5. Repeat steps: "What are you doing?" "Is it helping?"
6. Conference
7. Isolate

8. Work with plan again
9. Get outside help
10. Try other alternatives
11. Removal

Throughout our procedure for dealing with serious unacceptable behavior we attempt to follow due process procedures and to keep parents and school officials informed. This is accomplished by personal contacts with parents and administrators, phone calls, letters and conferences. The purpose of this procedure is to serve the legitimate concern of these people, to recognize the impact that their involvement may have on the student's behavior and finally to serve notice that if the student continues to function unsuccessfully he will force his own removal from the program.

The student who ultimately forces his removal from the program will have consistently refused to demonstrate concern for himself and/or others in the program. The following might be examples of this undesirable behavior.

Refusal to demonstrate concern for self and/or others in the program:

1. Example: Consistent and continuing behavior that is disruptive to the point of preventing other students from accomplishment.
2. Example: Consistent and continuing failure to make any attempt to participate in class or Family Group Activities.
3. Example: Continuing failure to fulfill attendance requirements.
4. Example: Consistent and continuing behavior in the school, outside the Focus area, which is detrimental to oneself and/or the Focus Program.

INTERMEDIATE GROUP: At this point members are applying the rules and principals of the group without the leaders direction. The levels of trust is noticeably increased from the earlier levels. This is noted in the following:

1. Honesty of comments
2. An ability to keep discussions on the "here and now" level.
3. An awareness of the needs of others.
4. An ability to give and receive constructive feedback.

In order for the group to reach this level, the negative members of the group have either been silenced, converted, or eliminated.

ADVANCED GROUP: This stage is marked by the lack of dependence on the leader for the direction or support of group activities. The leader has assumed a role closer to a co-equal with special skills that are a resource when needed. Another important distinction is that group members are able to translate their new skills to non-group situations. It is also marked by an ease of group members to use the group as an aide to the resolution of non-group problems.

FOCUS PROBLEM RESOLUTION Plan C

Leadership Board

Please fill this out in Family group using other members to help you in preparation for your meeting with Leadership Board.

1. What is your problem as you now see it?

2. Do you wish to solve this problem? Yes or No ________

   If not, what is the consequence that you are choosing?

3. If you intend to solve this problem, what will you have to do?

4. A. What is your plan of action?

   B. How long will it last?

   C. How will you and others know if you are successful?

5. If this plan involves any special circumstances explain why you need these special circumstances and get the signature of the instructor or instructors or other responsible parties in your explanation.

6. Leadership Board will want to know why this plan will be more successful than others you have tried. Why will this plan succeed?

7. Leadership Board requests that you bring a representative of family group along with you to report on the family group's involvement with your problem. Who will go with you? (Remember they must be available first hour)

When you go to Leadership Board or before the staff you will be asked to answer the above questions. You may read your answers or have someone else who is a member of the Board read them and add any additional information you wish. The Board will be most likely to accept and support your plan if it clearly demonstrates that you intend to be a responsible caring person toward yourself, others and the program. If your plan does not seem to show this kind of responsible caring the Board may revise all or part of it. If the Board is unhappy with the lack of involvement of your family they may send this situation back to family.

Generally the board will set a date for you to return to meet with them to assess your progress. If you blow it, however, you will probably receive a second referral which will mean a parent conference, another leadership board meeting and typically a terminal contract.

Name

Date

FOCUS PROBLEM RESOLUTION Plan D

Second Referral

Parent Conference

1. This is the problem as I see it.

2. This is what I intend to do about it.

3. This is what will happen if this problem reoccurs before ______________________.
Date

4. After the above date, if the problem reoccurs this is what will happen.

____
Name

____
Date

We have witnessed and agree to support the above plan.

EXAMPLE CONTRACT FORMS

TM/Sect 11/B-6

FOCUS PROBLEM RESOLUTION Plan A

Individual Conference

Family Leader ______________________________

1. This is the problem as I see it:

2. This is what I intend to do about this problem:

Signed ______________________________

Date ______________________________

FOCUS PROBLEM RESOLUTION Plan B

Family Group

Please fill this out in family group using other members to help you.

1. Will you suffer some consequences if this problem is not resolved? Then you have a problem.

2. If the problem is yours, describe the problem from your point of view.

3. List at least three (3) ideas for dealing with this problem	What consequences might occur if you were to try each of these options/

4. What plan will you use to deal with this problem?

5. How long will this plan described above be in operation? (Keep it relatively short--then do plan again if necessary)

6. How will you and others evaluate your success with this plan?

I understand that I can count on my family group to help me work on this process once unless (a) the problem continues on a regular basis, or

(b) I refuse to accept or deal with the problem.

If either (a) or (b) are true or if I am unsuccessful in my one attempt with this process in family group, my family leader can refer this problem to Leadership Board.

Name

Date

Attendance Record for ______________________

Day ______________

Date ______________

I understand that I have skipped and been late to my classes so often that I should be receiving a first referral. This would mean that my parents would receive a letter about my problem.

I would like to take charge of my behavior now! Therefore, I propose to get the signature of each of my teachers of classes where I have attendance problems. I will get these signatures on this record sheet each day to indicate that I have neither skipped nor been tardy to these classes. If I fail to get this sheet completed and present it to my family group and/or my family leader, or if I get one bad report about my attendance, I understand that a first referral will be made for the class or classes in question.

Signed: ______________________

Date: ______________________

Class	Comment	Initial
1st hour		
2nd hour		
3rd hour		
4th hour		
5th hour		
6th hour		

This report looks good and is accepted because it shows that this person is taking positive control of his/her behavior.

____
Family Leader Signature

This report is not acceptable. A second referral will be made.

____
Family Leader Signature

BEHAVIORAL CONTRACT

NAME ______________________________

LENGTH OF CONTRACT: FROM ______________ TO ______________

REASON FOR CONTRACT:

BEHAVIOR CHANGES AGREED UPON:

STUDENT ______________________

FAMILY LEADER ______________________

EVALUATION:

FURTHER ACTION:

EVALUATOR ______________________

FOCUS REFERRAL

NAME OF STUDENT ____

DATE: ________________________

DESCRIPTION OF VIOLATION:

SIGNATURE OF PERSON MAKING REFERRAL ________________________

STUDENT GOALS

NAME____________________ **STAFF**____________________ **DATE**____________

Short term goal, 1-2-3 month or one year (circle one)____________________

____

____

Present behavior (where are you right now) ____________________

____

Steps to reach this goal.

1.

2.

3.

4.

5.

6.

Behavior at end of time ______________________________

____

Objective met ________ Not met ________ Partly met ________ Exceeded ______

Method of evaluation ______________________________

____

Comments ____________________________________

____

____

____

____

CONFIDENTIAL

PROJECT SCOPE PROGRESS RECORD

School ______________________________ Student __________________________

Counselor ___________________________ Starting Date ____________________

Description of situation or problem:

Objective(s):

Evaluation Plan:

Plan of Action:

Approved ______________________________

Consequences:

Evaluation Results:

Termination Date ____________________ Approved ______________________________

SECTION IV

EVALUATION

A. Developer Evaluation

1. Introduction and Model
2. Working Draft
3. Developer Evaluation Summary

B. Evaluation Instruments

1. Instruments Used in Developer Evaluation
2. Scoring Keys for Some of Above

C. Other Evaluation Data

1. Graduate Follow Up Study
2. Adopter Evaluation Data

D. What We Have Learned

1. Developer/Demonstrator
2. Adopters

DEVELOPER EVALUATION

EVALUATION

Unless we evaluate we have no way of knowing what has been accomplished. An extensive evaluation identifies program success and deficiencies and gives direction for program modifications and improvements.

Basically, evaluation must contain the following components:

1. A needs assessment to determine which skills and behavior need improving and changing (see needs assessment materials).
2. Measurable objectives established to meet these needs (see Focus goals and objectives materials).
3. Instruments to measure these objectives.
4. Timelines for implementing evaluation.
5. Tabulating of data and comparisons with baseline data.
6. Summaries of evaluation and implementation of strategies for the correction of any deficiencies.

The Focus program uses the following evaluation instruments and techniques.

1. Attendance Records
    A. Tardies
    B. Absences
2. Scholastic Records
    A. Grades
    B. Number of credits earned
3. Discipline referrals to school administration

4. School suspensions
5. Number of dropouts
6. Court Referrals
7. Ego strength scale of MMPI
8. Iowa Tests of Educational Development
9. Gates-MacGinitie Reading Test
10. Attitudinal Surveys
    A. Students
        (1) School Sentiment Index
        (2) Self Appraisal Inventory
        (3) Peer, Parent and Adult Relationship Inventory
    B. Parents
        (1) Attitude towards school
        (2) Attitude towards children
    C. Staff
        (1) Attitude towards Focus program.

The first six categories above need no special device. The previous year's data must be obtained through existing school and court records. The post-data is a result of careful and complete record keeping in the Focus program. Samples of the Iowa Tests of Educational Development, Gates-MacGinitie Reading Test, and the complete MMPI may be obtained through normal testing channels established by individual school districts. The ego-strength scale of the MMPI (Inventory A) and the attitudinal surveys used in Focus evaluation are included in this package. A copy of the 1973-74 Focus evaluation and summary is also included. More information pertaining to the implementing and the designing of an evaluation procedure will be available to schools wishing to adopt a Focus type program.

APPENDIX

AN EVALUATION MODEL

1. Identification of Indicators of Goal Achievement
    - a. Observations and Rating Scales
    - b. Questionnaires -- Surveys
    - c. Locally Constructed Tests
    - d. School Records (e.g. attendance)
    - e. Standardized Tests
    - f. Social Indicators -- Unobtrusive Measures
2. Collection of Data
3. Report of Data, Conclusions, and Recommendations

The general goals which our Evaluation System will seek to achieve are:

(1) Provide information for decision making concerning program improvement and resource allocation

(2) Provide increased job satisfaction to those who are involved in carrying on programs

YOUTH DEVELOPMENT PROJECT
ROSEVILLE AREA SCHOOLS
Independent School District No. 623
Little Brimhall
1627 West County Road B
St. Paul, Minnesota 55113
Telephone: 636-0486

Dear Parent:

As you may have read in the newspapers, our district has been funded by the U. S. Department of Health, Education and Welfare to develop and pilot programs which will encourage positive youth development. Our project, which we call the Youth Development Project, will place strong emphasis on developing positive student attitudes towards one's self and toward learning.

To enable us to determine the effect these programs have on achievement and attitudes, we will be administering standardized achievement tests, attitudinal surveys, and collecting attendance data on a sample of our students. Your child is included in the sample.

To insure the protection of the student's privacy we are using the following procedure in the secondary schools:

1. All secondary students participating in the testing will be asked to do so on a voluntary basis.
2. Where the instruments are given to random samples or entire schools, the data will be handled in the same professional manner as routine scholastic aptitudes and group surveys in accordance with district policy and state regulations.
3. Where the questionnaires are given on an individual basis or to small groups, parental consent will be obtained for all testing.

We believe it is extremely important that we collect this data so that we can evaluate these programs, especially in the area of attitudes. We also believe that the privacy of your child will be protected by our testing procedure. However, if you desire to withdraw your child from this sample, please sign this form and return it to the above address. If you have any other questions concerning the Youth Development Project or the collection of data, please call me at 633-8150, extension 60. We are in the process of forming evaluation committees in each school and encourage your involvement.

Sincerely,

Dale Schneiderhan
Evaluation Coordinator

- -

I wish to withdraw my child, ______________________________, from the random sample.
(Name)

____
(Parent Signature)

WORKING DRAFT

ASSESSMENT TO BE USED AS BASELINE DATA FOR EVALUATION OF FOCUS

1. Attendance Records
    - A. Tardies
    - B. Absences
2. Iowa tests of Educational Development achievement test scores
3. Scholastic Apptitude tests
4. Attitudinal questionnaires
    - A. Students
        - (1) School Sentiment Index
        - (2) Self Appraisal Inventory
    - B. Parents
        - (1) Attitude towards school
        - (2) Attitude towards children
    - C. Staff
        - (1) Attitude towards school
        - (2) Attitude towards specific students
5. Disciplinary referrals to administration
6. Court Referrals
7. MMPI to students in the program

- -

Other possible indicators:

- A. School suspensions
- B. Social Indicators
- C. Staff reactions

8/15/74

MISSION: PREVENTION OF JUVENILE DELINQUENCY THROUGH YOUTH DEVELOPMENT

NATIONAL
OVERALL
GOALS

1. Reduce Negative Labeling	2. Develop Systems	3. Increase Access To Roles	4. Ameliorate Alienation	5. Reduce Delinquency

ROSEVILLE'S
OVERALL
GOALS

1. Reduce Barriers To Roles	2. Develop and Implement Intervention Strategies	3. Increase Access To Roles	4. Reduce Disaffection	5. Reduce Negative Behavior

RAMSEY AND KELLOGG FOCUS

PROGRAM SUMMARY EVALUATION REVIEW

The 1973-1974 Focus program evaluation results confirm the conclusions elicited from the two previous years' evaluations.* Focus students have demonstrated overall a) reversal of a past pattern of less than normal academic growth, b) growth (often statistically significant) in self-concept, c) statistically significant improvement in attitude toward school, d) decreases (often statistically significant) in school disciplinary infractions and e) decreases (often statistically significant) in police/sheriff contacts and court referrals.

Evaluation findings have additionally indicated parent assessed improvements and gains for their Focus students. Overall, Focus parents have indicated substantial support for the Focus program.

Data pertaining to absences, tardies, and school dropouts point to further consideration of how these areas can be improved. Absence data has indicated that some students absent themselves from school a considerable number of days each year. Although the cause-effect relationship is not known, the large number of days absent for some students can by itself provide an explanation as to why a student has done poorly in school. Tardies, although to a lesser degree, would seem like absences to be contraindicated in terms of academic success. Part of the success of the Focus program seems to lie in its relaxation of arbitrary rules and schedules. It has also been demonstrated that time alone is not the sole determining factor in academic progress. It would seem equally tenable, however, that students who are absent a large number of days each year cannot be expected to have a chance at making normal progress.

---

*Readers are referred to the YDP 1971-72 and 1972-73 evaluation reports.

School dropout data for Ramsey and Kellogg have not demonstrated a reduction in rate at the respective schools since the inception of the Focus programs. More detailed dropout data in terms of student circumstances are needed. Other factors besides the introduction of the Focus programs may be determinants of dropout rates and thereby make determinations of the effects of the Focus programs on dropout rate cloudy. The fact remains, however, that alternative high school programs were initiated with one primary goal being to reduce the number of high school dropouts. This has not happened.

EVALUATION DESCRIPTION SHEET

1. Focus group populations

   a. Ramsey Focus - N = 65

   b. Kellogg Focus - N = 70

   c. A lesser number of students represented in the data is accounted for by: sampling of students for testing, absence during testing days, and elimination of students without certain comparison records for both 1972-73 and 1973-74.

2. Statistical analysis

   a. Correlated means t tests were run on normally distributed data.

   b. The Wilcoxen matched pairs signed ranks test was used on non-normally distributed data.

   c. Chi square tests were used when data did not allow other tests.

   d. Tabulated data was reported under the following headings:

   Students - the number of students from the group represented in the tabulation (i.e., represented by one or more tallies on a variable - not the total number of students in the group).

   Tabulation total

   Average - the average tabulation per tabulated student.

   These figures enable a concurrent appraisal of the number of, say, suspensions and the number of students who had one or more suspensions (a small number of students may be accounting for a large number of, say, suspensions).

EVALUATION REPORT BY OBJECTIVES ON THE
1973-74 RAMSEY HIGH SCHOOL FOCUS PROGRAM

Objective 1: Academic achievement for Focus students will increase by 7 months or more as measured by selected subtests of the Iowa Tests of Basic Skills administered on October 15, 1973, and May 15, 1974. (The hypothesized 7 month growth is based on the expected (national norms) progress for 7 months of schooling.)

Ramsey Focus Iowa Tests of Basic Skills Subtest Scores

Subtest	Students	Average Grade of Students	Oct. Grade Equivalent Score*	Oct. Standard Deviation	May Grade Equivalent Score*	May Standard Deviation	Grade Equivalent Gain
Males:							
Spelling	9	11.3	7.82	2.16	7.34	2.00	- .48
Vocabulary	10	11.3	7.66	1.68	8.25	1.59	+ .59
Reading	10	11.3	6.75	1.64	7.58	1.41	+ .83
Language Usage	12	11.6	6.69	1.80	7.38	1.94	+ .69
Math Problems	12	11.6	7.83	1.87	8.41	2.04	+ .58
Math Concepts	12	11.6	7.96	1.32	8.63	1.39	+ .67
				weighted average gain			+ .51
Females:							
Spelling	8	11.5	8.73	1.94	9.43	1.70	+ .70
Vocabulary	8	11.5	8.36	1.15	8.95	1.28	+ .59
Reading	8	11.5	7.58	.90	8.76	1.36	+1.18
Language Usage	12	11.5	8.81	1.24	8.79	1.28	- .03
Math Problems	11	11.4	8.47	1.63	9.33	1.25	+ .86
Math Concepts	12	11.5	8.17	1.36	9.06	1.17	+ .89
				weighted average gain			+ .67
Total:							
Spelling	17	11.4	8.25	2.05	8.32	2.10	+ .07
Vocabulary	18	11.4	7.97	1.47	8.56	1.46	+ .59
Reading	18	11.4	7.05	1.44	8.11	1.47	+1.06
Language Usage	24	11.5	7.75	1.86	8.01	1.75	+ .26
Math Problems	23	11.5	8.13	1.75	8.85	1.73	+ .72
Math Concepts	24	11.5	7.88	1.28	8.83	1.27	+ .95
				weighted average gain			+ .62

*Units digit represents year, tenths digit represents month.

Conclusion: The objective of academic growth as measured by the Iowa Tests of Basic Skills was met for Focus females (7 months growth in 7 months) but not for Focus males (5 months growth in 7 months). Males and females combined (6 months growth in 7 months) fell short of the predicted goal by 1 month's growth.

Objective 2: Self-concept for Focus students will show improvement as measured by the ego strength scale of the MMPI administered on October 16, 1973, and May 16, 1974.

Ego Strength Scale Scores

Students		Oct. Mean	Oct. Standard Deviation	May Mean	May Standard Deviation	Difference
Males	11	48.27	4.76	49.36	4.52	+ 1.09
Females	11	42.36	5.08	44.91	7.57	+ 2.55*
Total	22	45.32	5.68	47.14	6.50	+ 1.82*

Focus males Oct. vs. May correlated means t value: .81 with 10 df.
Focus females Oct. vs. May correlated means to value: 1.85* with 10 df.
Focus total Oct. vs. May correlated means t value: 1.92* with 21 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Females and the Total Group achieved significant ($p \leq .05$) self-concept growth as measured by the ego strength scale. The change for males was in the positive direction but not significant ($p \leq .05$).

Objective 3: Attitude toward school for Focus students will show improvement as measured by the IOX School Sentiment Index administered on October 16, 1973, (attitude prior to Focus) and May 16, 1974, (attitude based on Focus).

School Sentiment Index Total Scores

Students		Oct. Mean	Oct. Standard Deviation	May Mean	May Standard Deviation	Difference
Males	11	178.09	12.81	197.41	7.48	+ 19.32*
Females	8	168.62	14.96	203.88	16.37	+ 35.26*
Total	19	174.32	14.20	200.29	12.19	+ 25.97*

Focus males Oct. vs. May correlated means t value: 3.74* with 10df.
Focus females Oct. vs. May correlated means t value: 3.62* with 7 df.
Focus total Oct. vs. May correlated means t value: 4.92* with 18 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Attitude toward school as measured by the IOX School Sentiment Index showed significant ($p \leq .05$) improvement as a result of participation in the Focus program.

Objective 4: Focus students will have fewer school suspensions and discipline referrals than they had the previous year.

School Suspensions

1972-73			1973-74		
Students	Suspensions	Average	Students	Suspensions	Average
6	8	1.33	6	6	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: .23

School Discipline Referrals

1972-73			1973-74		
Students	Disc. Referrals	Average	Students	Disc. Referrals	Average
34	91	2.68	27	33	1.22

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 3.39*

*statistically significant at the .05 level or better.

Conclusion: With qualification the objective was met. Focus students evidenced a significant ($p \leq .05$) decrease in school discipline referrals and a decrease in school suspensions. The decrease in school suspensions was not significant ($p \leq .05$). The small base rate is noted for school suspensions.

Objective 5: Focus students will have fewer absences and tardies than they had the previous year.

Absence Tabulations Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
50	16.83	12.17	21.85	13.69

1972-73 vs. 1973-74 correlated means t value: - 2.88 with 49 df.

Tardies Tabulation Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
42	15.48	12.33	16.45	12.75

1972-73 vs. 1973-74 correlated means to value: - .45 with 41 df.

Conclusion: The objective was not met. Both absences and tardies registered an increase in 1973-74 over 1972-73 based on the records available. Due to the difficulty of obtaining accurate records on absences and tardies it is suggested that the general magnitudes rather than comparisons be evaluated.

Objective 6: Focus students will have fewer police/sheriff contacts and court referrals than they had the previous year.

Roseville Police/Sheriff Contacts

Sept. 1972-May 1973			Sept. 1973 - May 1974		
Students	Contacts	Average	Students	Contacts	Average
10	14	1.40	4	4	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs sized ranks z value: 2.52*

Ramsey County Juvenile Court Referrals

Sept. 1972 - May 1973			Sept. 1973 - May 1974		
Students	Referrals	Average	Students	Referrals	Average
8	9	1.13	2	2	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 1.78*

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Focus students evidenced significant ($p \leq .05$) decreases in police/sheriff contacts and court referrals.

Objective 7: Parent support of the Focus program will be evidenced by results from a YDP questionnaire mailed to Focus parents in June, 1974.

YDP Parent Questionnaire Responses[1]

1. From your point of view how would you rate the overall Focus experience for your child this past year?

	1[2] a very non-productive experience	2[2] a non-productive experience	3[2] no more or less productive than before Focus	4[2] a productive experience	5[2] a very productive experience	Average weighted responses
father	1 (.04)[3]	1 (.04)	2 (.08)	16 (.64)	5 (.20)	3.92
mother	1 (.03)	1 (.03)	2 (.07)	16 (.53)	10 (.33)	4.10
father and mother	2 (.04)	2 (.04)	4 (.07)	32 (.58)	15 (.27)	4.02

2. From your point of view how would you rate your child's academic progress while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much less in Focus	less in Focus	about the same in Focus	more in Focus	much more in Focus	Average of weighted responses
father	1 (.04)	2 (.08)	1 (.04)	10 (.38)	12 (.46)	4.15
mother	1 (.03)	3 (.10)	3 (.10)	12 (.40)	11 (.37)	3.96
father and mother	2 (.04)	5 (.09)	4 (.07)	22 (.39)	23 (.41)	4.05

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[1] Fifty-eight (58) father questionnaires mailed, 26 returned. Sixty (60) mother questionnaires mailed, 30 returned.

[2] Scoring weight assigned for each response.

[3] Number outside parentheses represents responses to that category, number within parentheses represents proportion of responses for that category.

3. From your point of view how would you rate your child's attitude toward school while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much worse attitude in Focus	worse attitude in Focus	about the same attitude in Focus	better attitude in Focus	much better attitude in Focus	Average of weighted responses
father	1 (.04)	0 (.00)	0 (.00)	15 (.60)	9 (.36)	4.24
mother	1 (.03)	1 (.03)	1 (.03)	14 (.47)	13 (.43)	4.23
father and mother	2 (.04)	1 (.02)	1 (.02)	29 (.53)	22 (.40)	4.24

4. From your point of view how would you compare your relationship with your child since before he/she entered the Focus program and after he/she entered the program?

	much worse relationship	worse relationship	no change in relationship	better relationship	much better relationship	Average of weighted responses
father	1 (.04)	0 (.00)	6 (.24)	11 (.44)	7 (.28)	3.92
mother	1 (.03)	1 (.03)	8 (.28)	12 (.41)	7 (.24)	3.79
father and mother	2 (.04)	1 (.02)	14 (.26)	23 (.43)	14 (.26)	3.85

5. From your point of view how would you compare your relationship with the school since before your child entered the Focus program and after he/she entered the program?

	much more negative relationship	more negative relationship	no change in relationship	more positive relationship	much more positive relationship	Average of weighted responses
father	1 (.04)	0 (.00)	8 (.33)	11 (.46)	4 (.17)	3.71
mother	1 (.03)	1 (.03)	9 (.31)	13 (.45)	5 (.17)	3.69
father and mother	2 (.04)	1 (.02)	17 (.32)	24 (.45)	9 (.17)	3.70

6a. If your child is not graduating this year, would you prefer to have him/her in Focus or the regular school program next year?

	Regular School Program	Focus Program	Average of Weighted Responses
father	0 (.00)	17 (1.00)	2.00
mother	1 (.05)	18 (.95)	1.95
father and mother	1 (.03)	35 (.97)	1.97

6b. If your child has graduated this year, would you choose to have him/her participate in the Focus program if you "had it to do over again?"

	No	Yes	Average of Weighted Responses
father	2 (.15)	11 (.85)	1.85
mother	2 (.14)	12 (.86)	1.86
father and mother	4 (.15)	23 (.85)	1.85

Conclusion: The objective was met. Academic progress, attitude toward school, parent-student relationships, and parent-school relationships showed improvement since student participation in Focus as measured by parent perceptions. Ninety-two percent of parents responding to the questionnaire indicated that they would like their child to continue in the Focus program or would wish to have their graduating child participate again in Focus "had they to do it over again."

Objective 8: The number of Ramsey dropouts (percent dropout rate) will be less than the dropout rate prior to the inception of the Focus program.

	Ramsey Dropout Tabulation					
	68-69	69-70	70-71	71-72	72-73	73-74
School population:	1,638	1,658	1,652	1,649	1,647	1,597
Dropouts:	28	12	12	11	30	25
Dropouts/student:	.017	.007	.007	.007	.018	.016

Conclusion: The objective was not met. The number of dropouts have continued at a rate that exceeds the rate prior to the inception of Focus. A small decrease (X^2 = .18) in rate is noted for 1973-74 compared to 1972-73.

EVALUATION REPORT BY OBJECTIVES ON THE
1973-74 KELLOGG HIGH SCHOOL FOCUS PROGRAM

Objective 1: Academic achievement for Focus students will increase by one month or more for every month of schooling as measured by selected subtests of the Iowa Tests of Basic Skills administered on October 15, 1973, and May 15, 1974, and by the Gates-MacGinitie Reading Tests administered on September 12, 1973, and May 15-30, 1974.

Kellogg Focus Iowa Tests of Basic Skills Subtest Scores

Subtest	Students	Average Grade of Students	Oct. Grade Equivalent Score*	Oct. Standard Deviation	May Grade Equivalent Score*	May Standard Deviation	Grade Equivalent Gain
Males:							
Spelling	17	11.6	6.64	1.64	6.13	1.85	- .51
Vocabulary	16	11.7	8.02	1.87	7.54	2.29	- .48
Reading	14	11.6	6.12	1.80	6.86	2.27	+ .74
Language Usage	17	11.5	7.82	1.72	7.58	2.11	- .24
Math Problems	14	11.4	8.51	1.58	9.11	1.37	+ .60
Math Concepts	14	11.4	7.34	1.64	8.35	1.94	+1.01
				Weighted average gain:			+ .14
Females:							
Spelling	13	11.9	9.01	1.64	8.81	2.08	- .20
Vocabulary	13	11.9	8.24	1.71	8.24	2.40	0.00
Reading	11	11.9	8.41	1.70	8.92	1.93	+ .51
Language Usage	8	11.7	8.67	1.09	8.35	2.23	- .32
Math Problems	6	11.7	7.57	.72	7.17	1.42	- .40
Math Concepts	6	11.7	6.77	1.87	8.00	0.51	+1.23
				Weighted average gain:			+ .09
Total:							
Spelling	30	11.7	7.67	2.01	7.29	2.34	- .38
Vocabulary	29	11.8	8.12	1.78	7.85	2.33	- .27
Reading	25	11.7	7.13	2.08	7.77	2.33	+ .64
Language Usage	25	11.6	8.10	1.58	7.83	2.13	- .27
Math Problems	20	11.5	8.22	1.43	8.52	1.64	+ .30
Math Concepts	20	11.5	7.16	1.68	8.24	1.64	+1.08
				Weighted average gain:			+ .12

*Units digit represents year, tenths digit represents month.

Kellogg Focus Gates-MacGinitie Reading Tests, Subtest Scores

Subtest	Students	Average Grade of Students	Sept. Grade Equivalent Score*	Sept. Standard Deviation	May Grade Equivalent Score*	May Standard Deviation	Grade Equivalent Gain
Males:							
Speed	13	11.4	8.07	2.54	11.82	.86	+ 3.75
Accuracy	16	11.5	7.95	2.27	10.34	2.56	+ 2.39
Vocabulary	17	11.5	8.33	2.55	8.81	2.73	+ .48
Comprehension	16	11.5	6.79	3.83	8.22	3.75	+ 1.43
				Weighted average gain:			+ 1.90
Females:							
Speed	9	11.6	9.93	2.47	12.12	.53	+ 2.19
Accuracy	11	11.6	9.80	1.80	11.95	1.10	+ 2.15
Vocabulary	11	11.6	9.05	3.00	10.21	2.88	+ 1.16
Comprehension	10	11.6	7.87	2.86	8.67	3.31	+ .80
				Weighted average gain:			+ 1.56
Total:							
Speed	22	11.5	8.83	2.62	11.60	1.75	+ 2.77
Accuracy	27	11.5	8.67	2.21	10.93	2.19	+ 2.26
Vocabulary	28	11.5	8.61	2.71	9.36	2.82	+ .75
Comprehension	26	11.5	7.20	3.47	8.40	3.53	+ 1.20
				Weighted average gain:			+ 1.69

*Units digit represents year, tenths digit represents month.

Conclusion: With qualification the objective was met. Focus students did not demonstrate predicted gain on the verbal subtests of the Iowa Tests of Basic Skills. Scores on the Gates-MacGinitie Reading Tests, however, demonstrated an overall gain of 1 year and 7 months over 8½ months of schooling. Scores on the math subtests of the Iowa Tests of Basic Skills demonstrated a gain of 7 months over 7 months of schooling.

Objective 2: Self-concept for Focus students will show improvement as measured by the ego strength scale of the MMPI administered on October 16, 1973, and May 16, 1974.

Ego Strength Scale Scores

		Oct.		May		
Students		Mean	Standard Deviation	Mean	Standard Deviation	Difference
Males	17	45.18	7.30	48.35	5.79	+ 3.17*
Females	9	41.22	8.30	42.67	9.00	+ 1.45
Total	26	43.81	7.74	46.38	7.41	+ 2.57*

Focus males Oct. vs. May correlated means t value: 2.61* with 16 df.
Focus females Oct. vs. May correlated means t value: .81 with 8 df.
Focus total Oct. vs. May correlated means t value: 2.60* with 25 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Males and the Total Group achieved significant ($p \leq .05$) self-concept growth as measured by the ego strength scale. The change for females was in the positive direction but not significant ($p \leq .05$).

Objective 3: Attitude toward school for Focus students will show improvement as measured by the IOX School Sentiment Index administered on October 16, 1973, (attitude prior to Focus) and May 16, 1974, (attitude based on Focus).

School Sentiment Index Total Scores

Students		Oct. Mean	Oct. Standard Deviation	May Mean	May Standard Deviation	Difference
Males	14	173.29	20.26	187.11	21.43	+ 13.82*
Females	10	155.00	17.61	215.60	25.35	+ 60.60*
Total	24	165.67	20.93	199.00	26.76	+ 33.33*

Focus males Oct. vs. May correlated means t value: 2.21* with 13 df.
Focus females Oct. vs. May correlated means t value: 5.49* with 9 df.
Focus total Oct. Vs. May correlated means t value: 4.45* with 23 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Attitude toward school as measured by the IOX School Sentiment Index showed significant ($p \leq .05$) improvement as a result of participation in the Focus program.

Objective 4: Focus students will have fewer school suspensions and discipline referrals than they had the previous year.

School Suspensions

1972-73 Students	1972-73 Suspensions	1972-73 Average	1973-74 Students	1973-74 Suspensions	1973-74 Average
16	22	1.38	19	28	1.47

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: - .28

School Discipline Referrals

1972-73			1973-74		
Students	Disc. Referrals	Average	Students	Disc. Referrals	Avera
47	291	6.19	49	209	4.27

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 3.79*

Conclusion: A partial objective only was met. Whereas Focus students evidenced a significant ($p \leq .05$) decrease in school discipline referrals, the number of school suspensions increased. A 1973-74 policy change on smoking violations probably accounted for the increase in school suspensions.

Objective 5: Focus students will have fewer absences and tardies than they had the previous the year.

Absence Tabulations Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
60	22.98	14.80	26.57	12.24

1972-73 vs. 1973-74 correlated means t value: - 1.86 with 59 df.

Tardies Tabulation Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
60	14.53	10.66	4.08	6.08

1972-73 vs. 1973-74 correlated means t value: 6.57* with 59 df.

Conclusion: The objective was partially met. Absences registered an increase in 1973-74 over 1972-73 and tardies registered a significant ($p \leq .05$) decrease in 1973-74 over 1972-73 based on the records available. Due to the difficulty of obtaining accurate records on absences and tardies it is suggested that the general magnitudes rather than comparisons be evaluated.

Objective 6: Focus students will have fewer police/sheriff contacts and court referrals than they had the previous year.

Roseville Police/Sheriff Contacts

Sept. 1972 - May 1973			Sept. 1973 - May 1974		
Students	Contacts	Average	Students	Contacts	Average
14	16	1.14	10	10	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 1.24

Ramsey County Juvenile Court Referrals

Sept. 1972 - May 1973			Sept. 1973 - May 1974		
Students	Referrals	Average	Students	Referrals	Average
5	6	1.20	5	6	1.20

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: .00

Conclusion: With qualification a partial objective was met. Focus students evidenced a nonsignificant ($p \leq .05$) decrease in police/sheriff contacts and no change in the number of court referrals.

Objective 7: Parent support of the Focus program will be evidenced by results from a YDP questionnaire mailed to Focus parents in June, 1974.

YDP Parent Questionnaire Responses[1]

1. From your point of view how would you rate the overall Focus experience for your child this past year?

	1[2] a very non-productive experience	2[2] a non-productive experience	3[2] no more or less productive than before Focus	4[2] a productive experience	5[2] a very productive experience	Average of weighted responses
father	0 (.00)[3]	0 (.00)	7 (.29)	15 (.63)	2 (.08)	3.79
mother	0 (.00)	0 (.00)	3 (.12)	15 (.60)	7 (.28)	4.16
father and mother	0 (.00)	0 (.00)	10 (.20)	30 (.61)	9 (.18)	3.98

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[1] Sixty-five father questionnaires mailed, 26 returned.
Sixty-nine mother questionnaires mailed, 27 returned.

[2] Scoring weight assigned for each response.

[3] Number outside parentheses represents responses to that category, number within parentheses represents proportion of responses for that category.

2. From your point of view how would you rate your child's academic progress while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much less in Focus	less in Focus	about the same in Focus	more in Focus	much more in Focus	Average of weighted responses
father	2 (.08)	1 (.04)	5 (.19)	14 (.54)	4 (.15)	3.65
mother	0 (.00)	1 (.04)	7 (.26)	12 (.44)	7 (.26)	3.93
father and mother	2 (.04)	2 (.04)	12 (.23)	26 (.49)	11 (.21)	3.79

3. From your point of view how would you rate your child's attitude toward school while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much worse attitude in Focus	worse attitude in Focus	about the same attitude in Focus	better attitude in Focus	much better attitude in Focus	Average of weighted responses
father	1 (.04)	0 (.00)	2 (.08)	11 (.44)	11 (.44)	4.24
mother	1 (.04)	0 (.00)	1 (.04)	14 (.52)	11 (.41)	4.26
father and mother	2 (.04)	0 (.00)	3 (.06)	25 (.48)	22 (.42)	4.25

4. From your point of view how would you compare your relationship with your child since before he/she entered the Focus program and after he/she entered the program?

	much worse relationship	worse relationship	no change in relationship	better relationship	much better relationship	Average of weighted responses
father	0 (.00)	0 (.00)	8 (.35)	13 (.57)	2 (.09)	3.74
mother	0 (.00)	0 (.00)	9 (.38)	8 (.33)	7 (.29)	3.92
father and mother	0 (.00)	0 (.00)	17 (.36)	21 (.45)	9 (.19)	3.83

5. From your point of view how would you compare your relationship with the school since before your child entered the Focus program and after he/she entered the program?

	much more negative relationship	more negative relationship	no change in relationship	more positive relationship	much more positive relationship	Average of weighted responses
father	0 (.00)	0 (.00)	16 (.64)	8 (.32)	1 (.04)	3.40
mother	0 (.00)	0 (.00)	10 (.37)	13 (.48)	4 (.15)	3.78
father and mother	0 (.00)	0 (.00)	26 (.50)	21 (.40)	5 (.10)	3.60

6a. If your child is not graduating this year, would you prefer to have him/her in Focus or the regular school program next year?

	Regular School Program	Focus Program	Average of Weighted Responses
father	2 (.10)	19 (.90)	1.90
mother	1 (.06)	17 (.94)	1.94
father and mother	3 (.08)	36 (.92)	1.92

6b. If your child has graduated this year, would you choose to have him/her participate in the Focus program if you "had it to do over again?"

	No	Yes	Average of Weighted Responses
father	1 (.08)	12 (.92)	1.92
mother	1 (.06)	15 (.94)	1.94
father and mother	2 (.07)	27 (.93)	1.93

Conclusion: The objective was met. Academic progress, attitude toward school, parent-student relationships and parent-school relationships showed improvement since student participation in Focus as measured by parent perceptions. Ninety-three percent of parents responding to the questionnaire indicated that they would like their child to continue in the Focus program or would wish to have their graduating child participate again in Focus "had they to do it over again."

Objective 8: The number of Kellogg dropouts (percent dropout rate) will be less than the dropout rate prior to the inception of the Focus program.

	Kellogg Dropout Tabulation					
	68-69	69-70	70-71	71-72	72-73	73-74
School population:	1,175	1,228	1,389	1,433	1,572	1,566
Dropouts:	30	30	25	39	27	42
Dropouts/student:	.026	.024	.018	.027	.017	.027

Conclusion: The objective was not met. No decrease in rate of dropouts since the inception of the Focus program is indicated. An increase in dropout rate ($X^2 = 2.96$) is noted for 1973-74 compared to 1972-73.

SUMMARY OF EVALUATION FINDINGS

OBJECTIVES	INDICATORS	Ramsey Focus 1971-72	Ramsey Focus 1972-73	Ramsey Focus 1973-74	Kellogg Focus 1971-72	Kellogg Focus 1972-73	Kellogg Focus 1973-74
Improve Attitude Toward School	IOX School Sentiment Index	Increase*	Increase*	Increase*	NOT IN OPERATION	Increase*	Increase*
Improve Self-Concept	IOX Self Appraisal Inventory	Increase*					
	MMPI Ego Strength Scale		Increase	Increase*		Increase*	Increase*
Increase Academic Achievement	G.P.A.	Increase*	Increase*	Not Collected		Increase*	Not collected
	Standardized Achievement Tests	13 months gain in 7 months	7 months gain in 7 months	6 months gain in 7 months		1 month gain in 7 months	7 months gain in 7 months
Decrease Tardies	Tally of Tardies	Increase 114%	Increase 96%	Increase 6%		Increase 67%	Decrease 72%*
Decrease in Days Absent	Tally of Absences	Decrease 12%	Decrease 5%	Increase 30%		Increase 21%	Increase 16%
Decrease in School Referrals	Tally of Referrals	Decrease 79%	Decrease 77%**	Decrease 64%**		Decrease 61%**	Decrease 28%**
Decrease in School Suspensions	Tally of School Suspensions	Decrease 73%	Decrease 39%**	Decrease 25%		Decrease 16%	Increase 28%
Decrease in Police and Sheriff Contacts	Tally of Contacts	No data	Decrease 44%**	Decrease 71%**		Decrease 70%**	Decrease 38%
Decrease in Court Referrals	Tally of Referrals	Increase 57%	Decrease 33%	Decrease 78%**		Decrease 36%	No Change

* Statistically significant ($p \leq .05$) using a parametric statistic

** Statistically significant ($p \leq .05$) using a nonparametric statistic

SAMPLE
EVALUATION INSTRUMENTS

PARENT QUESTIONNAIRE A ______________________ (Name)

Circle the response most closely resembling your feeling to the following statements:

1. Before this school year the Roseville schools have provided my child

inadequate programs, not at all directed toward his needs	programs not always responsive to his needs	average school programs	good programs responsive to some of his needs	excellent programs responsive to most of his needs

2. Last school year (1971-72) I had the following number of contacts with the school related to my child (exclude contacts for disciplinary reasons, include PTA, etc.).

0	1	2	3	4	5	more than 5

3. Before this school year how would you evaluate the quantity and quality of communication between your child and school staff?

Quantity:	none	very little	average	more than average	much
Quality:	very poor	poor	average	good	very good

4. Before this school year how would you evaluate your child's attitude toward school?

strong dislike	dislike	neutral	like	strong like

5. Before this school year how would you evaluate your child's opinion of himself?

does not think highly of himself, very insecure	somewhat insecure, could use more confidence	considers himself average	quite secure and confident of himself	very secure and very confident of himself

6. Before this school year how would you evaluate your child's relationships with other children his age?

is alone often, making friends is difficult	relationships sometimes unsatisfactory, sometimes conflict	relationships about as good as those of most other children	good relationships little conflict or isolation	excellent relationships, good friends, no conflicts

7. Before this school year how would you evaluate your child's academic performance?

poor	passing, but below potential	average	good	excellent

11-8-72

TO: KELLOGG FACULTY

FROM: FOCUS EVALUATION COMMITTEE, Jim Meland

RE: We would like to know what your present attitude is toward FOCUS. Focus is the program for students who have had problems in the basic skills of language arts and math as well as problems with positive social development.

Agree	Disagree	Uncertain	
( )	( )	( )	1. At this point it seems that this program is what some students need.
( )	( )	( )	2. I approve of this program because it helps the students that need it most.
( )	( )	( )	3. a) The administration of the program should be better.
( )	( )	( )	b) The administration of the program at the school administration level should be better.
( )	( )	( )	c) The administration of the program at the program staff level should be better.
( )	( )	( )	4. If I had my choice, I'd rather not have this program at Kellogg.
( )	( )	( )	5. I have noted definite improvement by some of the students that are in the program.
( )	( )	( )	6. I think some new kind of program is needed by the students in the above program, but I don't think FOCUS is the answer.
( )	( )	( )	7. I think the FOCUS program should be enlarged.
( )	( )	( )	8. a) I believe the total Kellogg staff should be more involved in the program.
( )	( )	( )	b) I believe the total Kellogg staff should be better informed of program progress and situations in order to offer opinions and input.
( )	( )	( )	9. a) I don't approve of this program because it rewards the students that least deserve it.
( )	( )	( )	b) I don't approve of this program because it provides an easy way out for students who don't want to face up to responsibilities and self-discipline.
( )	( )	( )	c) I believe these extra program monies should rather be used as incentives for the more deserving or achieving students to provide them with special programs.

10. This program seems to be having (check one)

_______ a) a negative effect on the rest of the students.
_______ b) a positive effect on the rest of the students.
_______ c) no discernible effect on the rest of the students.

COMMENTS:

SCHOOL SENTIMENT INDEX
Secondary Level

Name____________________
Sex (Circle) Male Female
School____________________
Grade____________________
Program____________________

DIRECTIONS: For each statement, indicate the extent to which you agree or disagree by marking the corresponding space:

SA) if you strongly agree
A) if you agree
D) if you disagree
SD) if you strongly disagree

Example:
SA A D SD
( ) ( ) (x) ( ) 1. My classes are too easy.
(If you disagree with the statement, you should place an x under D.

There are no right or wrong answers, so respond to each statement as honestly as you can.

SA A D SD
( ) ( ) ( ) ( ) 1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
( ) ( ) ( ) ( ) 2. I do my best in school because I can get ahead in the world with a good education.
( ) ( ) ( ) ( ) 3. Most of my teachers seem interested in the things I do outside of school.

SA A D SD
( ) ( ) ( ) ( ) 4. Each morning I look forward to coming to school.
( ) ( ) ( ) ( ) 5. My school has too many rules.
( ) ( ) ( ) ( ) 6. Most of my teachers do not allow students much choice in what they study in class.

SA A D SD
( ) ( ) ( ) ( ) 7. I often feel rushed and nervous at school.
( ) ( ) ( ) ( ) 8. Most of my teachers give assignments that are too difficult.
( ) ( ) ( ) ( ) 9. Students here are not as friendly as in other schools.

SA A D SD
( ) ( ) ( ) ( ) 10. Most of my teachers try to make their subjects interesting to me.
( ) ( ) ( ) ( ) 11. I hate having to do homework.
( ) ( ) ( ) ( ) 12. My teachers are interested in what I have to say.

SA A D SD
( ) ( ) ( ) ( ) 13. It is clear to me why I shouldn't drop out of school.
( ) ( ) ( ) ( ) 14. In most of my classes, I have the opportunity to choose assignments which are most interesting to me.
( ) ( ) ( ) ( ) 15. I have signed up for a subject just because it seemed like it would be interesting.

SA A D SD
( ) ( ) ( ) ( ) 16. Most of my teachers give assignments that are just busywork.
( ) ( ) ( ) ( ) 17. I enjoy working on class projects with other students.
( ) ( ) ( ) ( ) 18. Most of my teachers really like their subjects.

SA A D SD
( ) ( ) ( ) ( ) 19. I would rather play a game that I already know than learn a new one.
( ) ( ) ( ) ( ) 20. Most of my teachers seem personally concerned about me.
( ) ( ) ( ) ( ) 21. I enjoy learning in school more than learning on my own.

SA A D SD
( ) ( ) ( ) ( ) 22. I don't usually enjoy working on puzzles and trying to solve difficult problems.
( ) ( ) ( ) ( ) 23. I think there is too much pressure in school.
( ) ( ) ( ) ( ) 24. Most of my teachers will accept suggestions from their students.

SA A D SD
( ) ( ) ( ) ( ) 25. School is a good place for making friends.
( ) ( ) ( ) ( ) 26. I like the challenge of a difficult assignment.
( ) ( ) ( ) ( ) 27. Most of my teachers don't try very hard to understand young people.

SA A D SD
( ) ( ) ( ) ( ) 28. Skipping school whenever I can doesn't really bother me.
( ) ( ) ( ) ( ) 29. I find it difficult to start working on my assignments until they are almost due.
( ) ( ) ( ) ( ) 30. I'm very interested in what goes on at this school.

SA A D SD
( ) ( ) ( ) ( ) 31. Most of the decisions in my classes are made by the teachers.
( ) ( ) ( ) ( ) 32. My teachers ask me to memorize too many facts.
( ) ( ) ( ) ( ) 33. There are other reasons for going to school besides just learning.

SA A D SD
( ) ( ) ( ) ( ) 34. There are important subjects not taught in school now which I would be interested in taking if they were offered.
( ) ( ) ( ) ( ) 35. Students have voice in determining how this school is run.
( ) ( ) ( ) ( ) 36. Most of my teachers have encouraged me to think for myself.

SA A D SD
( ) ( ) ( ) ( ) 37. I think most of my teachers are fair to me.
( ) ( ) ( ) ( ) 38. I generally try to get involved in many school activities.
( ) ( ) ( ) ( ) 39. Most of my teachers give me some idea of what will be on their tests.

SA A D SD
( ) ( ) ( ) ( ) 40. I really like most of the kids at this school.
( ) ( ) ( ) ( ) 41. My teachers don't allow me to be as creative as I am able to be.
( ) ( ) ( ) ( ) 42. Most of my teachers do not recognize my right to a different opinion.

SA A D SD
( ) ( ) ( ) ( ) 43. It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.
( ) ( ) ( ) ( ) 44. Even if I wanted to join certain groups here at school, I just wouldn't be accepted.
( ) ( ) ( ) ( ) 45. I enjoy talking to many of my teachers after class.

SA A D SD
( ) ( ) ( ) ( ) 46. Most of my teachers are critical of the way young people dress or talk.
( ) ( ) ( ) ( ) 47. In order to win an office at this school you've got to be in the right crowd.
( ) ( ) ( ) ( ) 48. Many of my teachers frequently show a lack of preparation.

SA A D SD
( ) ( ) ( ) ( ) 49. It isn't difficult for a new student to find friends here.
( ) ( ) ( ) ( ) 50. Many of my teachers could be trusted if I discussed a personal problem with them.
( ) ( ) ( ) ( ) 51. My favorite classes, regardless of subject, are those in which I learn the most.

SA A D SD
( ) ( ) ( ) ( ) 52. School is important to me because I find many of the things I learn are useful outside of school.
( ) ( ) ( ) ( ) 53. Our school is so large, I often feel lost in the crowd.
( ) ( ) ( ) ( ) 54. I usually get the grade I deserve in a class.

SA A D SD
( ) ( ) ( ) ( ) 55. Teachers are usually the friendliest with the bright students.
( ) ( ) ( ) ( ) 56. I try to do good work in my classes, because you never know when the information will be useful.
( ) ( ) ( ) ( ) 57. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.

SA A D SD
( ) ( ) ( ) ( ) 58. There are enough different groups here at school for any type of student to find friends.
( ) ( ) ( ) ( ) 59. Most of my teachers make it clear about how much the students can "get away with" in class.
( ) ( ) ( ) ( ) 60. I enjoy the social life here.

SA A D SD
( ) ( ) ( ) ( ) 61. Everyone knows who the real losers in this school are.
( ) ( ) ( ) ( ) 62. There are many clicks (closed groups) of students here.
( ) ( ) ( ) ( ) 63. Most of my teachers like working with young people.

SA A D SD
( ) ( ) ( ) ( ) 64. Sometimes I just can't put a book down until I'm finished with it.
( ) ( ) ( ) ( ) 65. Most of my teachers are too concerned with discipline sometimes.
( ) ( ) ( ) ( ) 66. It is difficult for me to see my education as a stepping stone to future success.

SA A D SD
( ) ( ) ( ) ( ) 67. At school, other people really care about me.
( ) ( ) ( ) ( ) 68. If I thought I could win, I'd like to run for an elected student body office.
( ) ( ) ( ) ( ) 69. Most of my teachers will discuss any changes made to my grade.

SA A D SD
( ) ( ) ( ) ( ) 70. Most of my teachers just don't care about students if they're not going to college.
( ) ( ) ( ) ( ) 71. I usually never do more school work than just what is assigned.
( ) ( ) ( ) ( ) 72. Most of the teachers at my school cannot control their classes.

SA A D SD
( ) ( ) ( ) ( ) 73. It is possible to be popular in school and also be an individualist.
( ) ( ) ( ) ( ) 74. Lunch time at school is not fun.
( ) ( ) ( ) ( ) 75. Many of my teachers are often impatient.

SA A D SD
( ) ( ) ( ) ( ) 76. If I had the choice, I wouldn't go to school at all.
( ) ( ) ( ) ( ) 77. Many of my teachers have "pets".
( ) ( ) ( ) ( ) 78. Most of my teachers often waste too much time explaining things.

SA A D SD
( ) ( ) ( ) ( ) 79. Occasionally I have discovered things on my own that were related to some of my school subjects.
( ) ( ) ( ) ( ) 80. If school were more related to the skills I'll need after I graduate, I might be more interested.

SELF APPRAISAL INVENTORY
Secondary Level

Sex (Circle) Male Female
School____________________
Grade____________________
Program____________________

DIRECTIONS: For each statement, indicate the extent to which you agree or disagree by marking the corresponding space:

SA) if you strongly agree
A) if you agree
D) if you disagree
SD) if you strongly disagree

Example:
SA A D SD
( ) ( ) (x) ( ) 1. I want to be a movie star.
(If you disagree with the statement, you should place an x under D.

There are no right or wrong answers, so respond to each statement as honestly as you can.

SA A D SD
( ) ( ) ( ) ( ) 1. School work is fairly easy for me.
( ) ( ) ( ) ( ) 2. I am satisfied to be just what I am.
( ) ( ) ( ) ( ) 3. I ought to get along better with other people.
SA A D SD
( ) ( ) ( ) ( ) 4. My family thinks I don't act as I should.
( ) ( ) ( ) ( ) 5. People often pick on me.
( ) ( ) ( ) ( ) 6. I don't usually do my share of work at home.
SA A D SD
( ) ( ) ( ) ( ) 7. I sometimes feel upset while I'm at school.
( ) ( ) ( ) ( ) 8. I often let other people have their way.
( ) ( ) ( ) ( ) 9. I have as many friends as most people.
SA A D SD
( ) ( ) ( ) ( ) 10. Usually no one pays much attention to me at home.
( ) ( ) ( ) ( ) 11. Getting good grades is pretty important to me.
( ) ( ) ( ) ( ) 12. I can be trusted as much as anyone.
SA A D SD
( ) ( ) ( ) ( ) 13. I am well liked by kids my own age.
( ) ( ) ( ) ( ) 14. There are times when I would like to leave home.
( ) ( ) ( ) ( ) 15. I forget most of what I learn.
SA A D SD
( ) ( ) ( ) ( ) 16. My family is surprised if I do things with them.
( ) ( ) ( ) ( ) 17. I am often not a happy person.
( ) ( ) ( ) ( ) 18. I am not lonely very often.
SA A D SD
( ) ( ) ( ) ( ) 19. My family respects my ideas.
( ) ( ) ( ) ( ) 20. I am not a very good student.
( ) ( ) ( ) ( ) 21. I often do things that I'm sorry for later.
SA A D SD
( ) ( ) ( ) ( ) 22. Older kids seem to like me.
( ) ( ) ( ) ( ) 23. I sometimes behave badly at home.
( ) ( ) ( ) ( ) 24. I often get discouraged in school.
SA A D SD
( ) ( ) ( ) ( ) 25. I often wish I were younger.
( ) ( ) ( ) ( ) 26. I am usually friendly toward other people.
( ) ( ) ( ) ( ) 27. I don't usually treat my family as well as I should.
SA A D SD
( ) ( ) ( ) ( ) 28. My teacher makes me feel I am not good enough.
( ) ( ) ( ) ( ) 29. I always like being the way I am.
( ) ( ) ( ) ( ) 30. I am just as well liked as most people.

SA A D SD
( ) ( ) ( ) ( ) 31. I cause trouble to my family.
( ) ( ) ( ) ( ) 32. I am slow in finishing my school work.
( ) ( ) ( ) ( ) 33. I often am not as happy as I would like to be.
SA A D SD
( ) ( ) ( ) ( ) 34. I am not as nice looking as most people.
( ) ( ) ( ) ( ) 35. I don't have many friends.
( ) ( ) ( ) ( ) 36. I feel free to argue with my family.
SA A D SD
( ) ( ) ( ) ( ) 37. Even if I have something to say, I often don't say it.
( ) ( ) ( ) ( ) 38. Sometimes I am among the last to be chosen for teams.
( ) ( ) ( ) ( ) 39. I feel that my family always trusts me.
SA A D SD
( ) ( ) ( ) ( ) 40. I am a good reader.
( ) ( ) ( ) ( ) 41. It is hard for me to make friends.
( ) ( ) ( ) ( ) 42. My family would help me in any kind of trouble.
SA A D SD
( ) ( ) ( ) ( ) 43. I am not doing as well in school as I would like to.
( ) ( ) ( ) ( ) 44. I find it hard to talk in front of the class.
( ) ( ) ( ) ( ) 45. I sometimes feel ashamed of myself.
SA A D SD
( ) ( ) ( ) ( ) 46. I wish I had more close friends.
( ) ( ) ( ) ( ) 47. My family often expects too much of me.
( ) ( ) ( ) ( ) 48. I am not very good in my school work.
SA A D SD
( ) ( ) ( ) ( ) 49. I am not as good a person as I would like to be.
( ) ( ) ( ) ( ) 50. Sometimes I am hard to make friends with.
( ) ( ) ( ) ( ) 51. I wish I were a different person.
SA A D SD
( ) ( ) ( ) ( ) 52. People don't usually have much fun when they are with me.
( ) ( ) ( ) ( ) 53. I am an important person to my family.
( ) ( ) ( ) ( ) 54. People think I am a good student.
SA A D SD
( ) ( ) ( ) ( ) 55. I am not very sure of myself.
( ) ( ) ( ) ( ) 56. Often I don't like to be with other kids.
( ) ( ) ( ) ( ) 57. My family and I have a lot of fun together.
SA A D SD
( ) ( ) ( ) ( ) 58. There are times when I feel like dropping out of school.
( ) ( ) ( ) ( ) 59. I can always take care of myself.
( ) ( ) ( ) ( ) 60. Many times I would rather be with kids younger than me.
SA A D SD
( ) ( ) ( ) ( ) 61. My family doesn't usually consider my feelings.
( ) ( ) ( ) ( ) 62. I can't be depended on.

Sub-scales for Secondary Inventories

SCHOOL SENTIMENT

Teacher:
- Mode of Instruction: 1, 8, 10, 16, 18, 24, 31, 32, 36, 39, 43, 48, 54, 73, 78
- Authority & Control: 6, 14, 37, 41, 42, 57, 59, 65, 69, 72
- Interpersonal Relationships with Pupils: 3, 12, 20, 27, 45, 46, 50, 55, 63, 70 75, 77

Learning: 11, 19, 22, 26, 29, 33, 34, 51, 64, 71, 79

Social Structure and Climate: 5, 7, 15, 23, 30, 35, 38, 47, 53, 60, 61, 67, 68, 74

Peer: 9, 17, 25, 40, 44, 49, 58, 62

General: 2, 4, 13, 21, 28, 52, 56, 66, 76, 80

SELF APPRAISAL

Peer: 3, 5, 9, 13, 18, 22, 26, 30, 35, 38, 41, 46, 50, 52, 56, 60

Family: 4, 6, 10, 14, 16, 19, 23, 27, 31, 36, 39, 42, 47, 53, 57, 61

School: 1, 7, 11, 15, 20, 24, 28, 32, 40, 43, 44, 48, 54, 58

General: 2, 8, 12, 17, 21, 25, 29, 33, 34, 37, 45, 49, 51, 55, 59, 62

22. When I get bored I like to stir up some excitement. . . . . ___T ___F

23. My hands have not become clumsy or awkward. . . . . ___T ___F

24. I feel weak all over much of the time . . . . ___T ___F

25. I have had no difficulty in keeping my balance in walking. . . . ___T ___F

26. I like to flirt. . . . . ___T ___F

27. I believe my sins are unpardonable. . . . . ___T ___F

28. I frequently find myself worrying about something. . . . . ___T ___F

29. I like science. . . . . ___T ___F

30. I like to talk about sex. . . . . ___T ___F

31. I get mad easily and then get over it soon. . . . . ___T ___F

32. I brood a great deal. . . . . ___T ___F

33. I dream frequently about things that are best kept to myself. . . ___T ___F

34. My way of doing things is apt to be misunderstood by others. . . ___T ___F

35. I have had blank spells in which my activities were interrupted and I did not know what was going on around me. . . . . ___T ___F

36. I can be friendly with people who do things which I consider wrong. ___T ___F

37. If I were an artist I would like to draw flowers. . . . . ___T ___F

38. When I leave home I do not worry about whether the door is locked and the windows closed. . . . . ___T ___F

39. At times I hear so well it bothers me. . . . . ___T ___F

40. Often I cross the street in order not to meet someone I see. . . ___T ___F

41. I have strange and peculiar thoughts. . . . . ___T ___F

42. Sometimes I enjoy hurting persons I love. . . . . ___T ___F

43. Sometimes some unimportant thought will run through my mind and bother me for days. . . . . ___T ___F

44. I am not afraid of fire. . . . . ___T ___F

45. I do not like to see women smoke. . . . . ___T ___F

46. When someone says silly or ignorant things about something I know about, I try to set him right. . . . . ___T ___F

47. I feel unable to tell anyone all about myself. . . . . ___T ___F

48. My plans have frequently seemed so full of difficulties that I have had to give them up. . . . . ___T ___F

49. I would certainly enjoy beating a crook at his own game. . . . . ___T ___F

SAMPLE

50. I have had some very unusual religious experiences. . . . . ___T ___F

51. One or more members of my family is very nervous. . . . . ___T ___F

52. I am attracted by members of the opposite sex. . . . . ___T ___F

53. The man who had most to do with me when I was a child (such as my father, stepfather, etc.) was very strict with me. . . . . ___T ___F

54. Christ performed miracles such as changing water into wine. . . . ___T ___F

55. I pray several times every week. . . . . ___T ___F

56. I feel sympathetic towards people who tend to hang on to their griefs and troubles. . . . . ___T ___F

57. I am afraid of finding myself in a closet or small closed place.. ___T ___F

58. Dirt frightens or disgusts me. ___T ___F

59. I think Lincoln was greater than Washington. . . . . ___T ___F

60. In my home we have always had the ordinary necessities (such as enough food, clothing, etc.). ___T ___F

61. I am made nervous by certain animals. . . . . ___T ___F

62. My skin seems to be unusually sensitive to touch. . . . . ___T ___F

63. I feel tired a good deal of the time. . . . . ___T ___F

64. I never attend a sexy show if I can avoid it. . . . . ___T ___F

65. If I were an artist I would like to draw children. . . . . ___T ___F

66. I sometimes feel that I am about to go to pieces. . . . . ___T ___F

67. I have often been frightened in the middle of the night. . . . . ___T ___F

68. I very much like horseback riding. . . . . ___T ___F

SAMPLE

Name ______________________

INVENTORY B

1) At the start of the school year how would you describe your relationship with your parents? Circle one.

very poor	poor	about average	good	very good

2) At the start of the school year how would you describe your relationship with your parents? Circle one.

a great deal of conflict and hassles	some conflict and hassles	average amount of conflict and hassles	few conflicts and hassles	hardly any conflict and hassles

3) Before the beginning of the school year about how many times a month would you and one of your parents have a serious disagreement or conflict? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	More than 10

4) Before the beginning of the school year about how many times a month would you and one of your parents do something fun together? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	More than 10

5) At the start of the school year to what extent did you feel your parents were trying to understand you and any problems you may have had? Circle one.

not at all	some, but not much	about average	more than most parents	completely understanding

SAMPLE

6) At the start of the school year how did you feel about your relationships with other persons about your age? Circle one.

no friends, spend most of my time alone	O.K. but wish they were better	about average	good	get along great with everyone

7) Before the beginning of the school year about how many times a month would you and another person about your age have a serious disagreement? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

OVER

10/16/72

8) Before the beginning of the school year about how many times a month would you and another person about your age have a physical fight? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

9) Before the beginning of the school year about how many times a month would you and another person about your age do something fun together? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

10) At the start of the school year how much trust would you say you had in your classmates and other persons about your age? Circle one.

very little trust	not too much trust	average amount of trust	more than average amount of trust	a great deal of trust

11) At the start of the school year how did you feel about your relationships with teachers and other adults? Circle one.

very strained, with much conflict	conflict, but not on a regular basis	about average	good relationships, only occasional disagreements	very good, hardly any conflicts or disagreements

12) Before the beginning of the school year about how many times a month would you and a teacher or adult have a serious disagreement? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

13) Before the beginning of the school year about how many times a month would you and a teacher or adult do something fun together? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

14) At the start of the school year to what extent did you feel teachers or adults were trying to understand you and any problems you may have had? Circle one.

not at all	some, but not much	no more nor less than could be expected	a good effort to understand	understood completely

NAME ____________________ School (and program) ____________________

Grade ______________ Sex (M)(F) __________

INVENTORY B-2

1) At the present time how would you describe your relationship with your parents? Circle ONE.

very poor	poor	about average	good	very good

2) At the present time how would you describe your relationship with your parents? Circle ONE.

a great deal of conflict and hassles	some conflict and hassles	average amount of conflict and hassles	few conflicts and hassles	hardly any conflict and hassles

3) At the present time about how many times a month do you and one of your parents have a serious disagreement or conflict? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10

More than 10

4) At the present time about how many times a month do you and one of your parents do something fun together? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10

More than 10

5) At the present time to what extent do you feel your parents are trying to understand you and any problems you may have? Circle ONE.

not at all	some, but not much	about average	more than most parents	completely understanding

6) At the present time how do you feel about your relationships with other persons about your age? Circle ONE.

no friends, spend most of my time alone	O.K. but wish they were better	about average	good	get along great with everyone

7) At the present time about how many times a month do you and another person about your age have a serious disagreement? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

4/5/73

OVER →

8) At the present time about how many times a month do you and another person about your age have a physical fight? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

9) At the present time about how many times a month do you and another person about your age do something fun together? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

10) At the present time how much trust would you say you have in your classmates and other persons about your age? Circle ONE.

very little trust	not too much trust	average amount of trust	more than average amount of trust	a great deal of trust

11) At the present time how do you feel about your relationships with teachers and other adults? Circle ONE.

very strained with much conflict	conflict, but not on a regular basis	about average	good relationships, only occasional disagreements	very good, hardly any conflicts or disagreements

12) At the present time about how many times a month do you and a teacher or adult have a serious disagreement? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

13) At the present time about how many times a month do you and a teacher or adult do something fun together? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

14) At the present time to what extent do you feel teachers or adults are trying to understand you and any problems you may have? Circle ONE.

not at all	some, but not much	no more nor less than could be expected	a good effort to understand	understand completely

SOME

EVALUATION

SCORING KEYS

MMPI
(EGO STRENGTH SCALE)

INVENTORY A Name ______

Sex M F

School (& program)

EACH ITEM IS
POINT TOWARD TH
TOTAL SCORE IF
THE (RESPONDEN
CHECKED THE SA
AS IS INDIC.
BY THE
KEY

INSTRUCTIONS

Read each statement and decide whether it is true as applied to you or false as applied to you. If a statement is TRUE or MOSTLY TRUE, as applied to you, place an X above the T line. If a statement is FALSE or NOT USUALLY TRUE, as applied to you, place an X above the F line. If a statement does not apply to you or if it is something that you don't know about, make no X mark for that statement. Remember to give YOUR OWN opinion of yourself. Do not leave any blank spaces if you can avoid it.

EXAMPLE: I do not always tell the truth. . . . . X T ___ F

1. I have a good appetite. . . . . X T ___ F
2. I have diarrhea once a month or more. . . . . ___ T X F
3. At times I have fits of laughing and crying that I cannot control. ___ T X F
4. I find it hard to keep my mind on a task or job. . . . . ___ T X F
5. I have had very peculiar and strange experiences. . . . . ___ T X F
6. I have a cough most of the time. . . . . ___ T X F
7. I seldom worry about my health. . . . . X T ___ F
8. My sleep is fitful and disturbed. . . . . ___ T X F
9. When I am with people I am bothered by hearing very queer things. ___ T X F
10. I am in just as good physical health as most of my friends. . . . X T ___ F
11. Everything is turning out just like the prophets of the Bible said it would. . . . . ___ T X F
12. Parts of my body often have feelings like burning, tingling, crawling, or like "going to sleep." . . . . ___ T X F
13. I am easily downed in an argument. . . . . ___ T X F
14. I do many things which I regret afterwards (I regret things more or more often than others seem to). . . . . ___ T X F
15. I go to church almost every week. . . . . X T ___ F
16. I have met problems so full of possibilities that I have been unable to make up my mind about them. . . . . ___ T X F
17. Some people are so bossy that I feel like doing the opposite of what they request, even though I know they are right. . . . . . . X T ___ F
18. I like collecting flowers or growing house plants. . . . . ___ T X F
19. I like to cook. . . . . ___ T X F
20. During the past few years I have been well most of the time. . . . X T ___ F

22. When I get bored I like to stir up some excitement. . . . . X T ___ F

23. My hands have not become clumsy or awkward. . . . . X T ___ F

24. I feel weak all over much of the time . . . . ___ T X F

25. I have had no difficulty in keeping my balance in walking. . . . X T ___ F

26. I like to flirt. . . . . X T ___ F

27. I believe my sins are unpardonable. . . . . ___ T X F

28. I frequently find myself worrying about something. . . . . ___ T X F

29. I like science. . . . . X T ___ F

30. I like to talk about sex. . . . . X T ___ F

31. I get mad easily and then get over it soon. . . . . X T ___ F

32. I brood a great deal. . . . . ___ T X F

33. I dream frequently about things that are best kept to myself. . . ___ T X F

34. My way of doing things is apt to be misunderstood by others. . . ___ T X F

35. I have had blank spells in which my activities were interrupted
and I did not know what was going on around me. . . . . ___ T X F

36. I can be friendly with people who do things which I consider wrong. X T ___ F

37. If I were an artist I would like to draw flowers. . . . . ___ T X F

38. When I leave home I do not worry about whether the door is locked
and the windows closed. . . . . X T ___ F

39. At times I hear so well it bothers me. . . . . ___ T X F

40. Often I cross the street in order not to meet someone I see. . . ___ T X F

41. I have strange and peculiar thoughts. . . . . ___ T X F

42. Sometimes I enjoy hurting persons I love. . . . . X T ___ F

43. Sometimes some unimportant thought will run through my mind and
bother me for days. . . . . ___ T X F

44. I am not afraid of fire. . . . . X T ___ F

45. I do not like to see women smoke. . . . . ___ T X F

46. When someone says silly or ignorant things about something I know
about, I try to set him right. . . . . X T ___ F

47. I feel unable to tell anyone all about myself. . . . . ___ T X F

48. My plans have frequently seemed so full of difficulties that I
have had to give them up. . . . . ___ T X F

49. I

50. I have had some very unusual religious experiences. . . . . T [✓ F] |

51. One or more members of my family is very nervous. . . . . [✓ T] F

52. I am attracted by members of the opposite sex. . . . . [✓ T] F |

53. The man who had most to do with me when I was a child (such as my father, stepfather, etc.) was very strict with me. . . . . [✓ T] F

54. Christ performed miracles such as changing water into wine. . . . T [✓ F]

55. I pray several times every week. . . . . T [✓ F]

56. I feel sympathetic towards people who tend to hang on to their griefs and troubles. . . . . T [✓ F]

57. I am afraid of finding myself in a closet or small closed place.. T [✓ F]

58. Dirt frightens or disgusts me. . . . . T [✓ F] |

59. I think Lincoln was greater than Washington. . . . . [✓ T] F

60. In my home we have always had the ordinary necessities (such as enough food, clothing, etc.). . . . . [✓ T] F

61. I am made nervous by certain animals. . . . . T [✓ F]

62. My skin seems to be unusually sensitive to touch. . . . . T [✓ F]

63. I feel tired a good deal of the time. . . . . T [✓ F]

64. I never attend a sexy show if I can avoid it. . . . . T [✓ F]

65. If I were an artist I would like to draw children. . . . . T [✓ F]

66. I sometimes feel that I am about to go to pieces. . . . . T [✓ F]

67. I have often been frightened in the middle of the night. . . . . T [✓ F]

68. I very much like horseback riding. . . . . T [✓ F]

3. School Social Structure and Climate - student's attitude toward his school as a social center, a rule-making and rule enforcing entity, and an extra-curricular opportunity system.

4. Peer- student's attitude toward the structure and climate of peer relationships.

5. General - student's general orientation toward schooling, independent of a particular school.

The intermediate level index consisted of seventy-five true-untrue items and was used with the students in grades 4, 5, and 6. In addition to a global estimate of students' attitude toward school, this index provided seven subscale scores. The seven different dimensions of student attitude reflected in the intermediate level are defined as follows:

1. Teacher Mode of Instruction - student's feeling about teacher behavior with respect to mode of instruction.

2. Teacher Authority and Control - student's feelings about teacher behavior with respect to authority and control.

3. Teacher Interpersonal Relationship to Pupils - student's feelings about teacher behavior with respect to the interpersonal relationship of teacher to pupils.

4. Learning - student's attitude toward the learning experience as reflected in intellectual curiosity, willingness to study, voluntarism, interest in problem solving, etc.

5. School Social Structure and Climate - student's attitude toward his school as a social center, a rule-making and rule-enforcing entity, and an extra-curricular opportunity system.

6. Peer-student's feelings regarding the structure and climate of relationships within the peer group.

7. General - student's general orientation toward schooling, independent of a particular school.

School Sentiment Index (Attitude Toward School)

The instruments used to assess students' attitude toward school were the School Sentiment Index - Primary Level for grades 1-3, the School Sentiment Index - Intermediate Level, for grades 4-6 and the School Sentiment Index - Secondary Level for grades 7-12. These three instruments were developed during 1970-71 by the Instructional Objective Exchange (IOX) with financial support from ESEA Title III. IOX revised them in 1972 and we revised them again based on input from our teachers. According to their authors, these intruments were developed in direct response to a need for and a lack of instrumentation to measure students' attitude toward school.

The indexes are paper-pencil, self-reporting devices. In addition to soliciting a global estimate of students' attitude toward school, the indexes provide several subscale scores which reflect different dimensions of the learners' attitude toward school. In the graphs, the subscale estimates of student attitude as well as the global estimate are given.

The primary level index consisted of thirty-six yes-no items and was used with the students in grades 1, 2, and 3. This index provided five subscale scores as well as a global estimate of students' attitude toward school. The five different dimensions of student attitude reflected in the subscales are defined as follows:

1. Teacher - student's subjective feeling about teacher behavior with respect to mode of instruction, authority and control, and the interpersonal relationship of teacher to pupils.
2. School Subjects - student's attitude toward various commonly taught school subjects.

TABLE II

Number of Items, Maximum possible score, and test number of the items for the School Sentiment Index.

PRIMARY LEVEL

Name of Subtest	Number of Items	Maximum Possible Score	Subtest Items
Teacher	7	14	1, 3, 7, 10, 16. 25, 28
School Subjects	7	14	9, 13, 14, 17, 19, 20, 32
School Structure and Climate	7	14	8, 12, 18, 21, 26, 35, 36
Peers	8	16	2, 4, 11, 22, 23, 29, 30, 31
General	7	14	5, 6, 15, 24, 27, 33, 34
Total	36	72	

INTERMEDIATE LEVEL

Teacher - Mode of Instruction	11	22	2, 6, 8, 14, 21, 26, 32, 42, 53, 56, 60
Authority and Control	10	20	5, 19, 25, 28, 31, 44, 49, 52, 55, 59
Interpersonal Relationships with Pupils	10	20	3, 9, 16, 34, 39, 47, 61. 62, 63, 64
Learning	10	20	22, 35, 40, 48, 67, 68, 69, 70, 71, 72
Social Structure and Climate	10	20	11, 12, 18, 24, 30, 37, 41, 45. 51, 58
Peer	12	24	1, 7, 13, 20, 27, 33, 38, 43, 46, 57, 65, 66
General	12	24	4, 10, 15, 17, 23, 29, 36, 50. 54, 73. 74, 75
Total	75	150	

The secondary level index consisted of eighty items using a Likert scale of strongly agree, agree, disagree, and strongly disagree. The secondary index utilized the same seven subscales and global score as found in the intermediate level.

For the primary and intermediate levels, students received one point for a negative response and two points for a response that indicated a favorable attitude.

For the secondary level a student received one point if his response was stated as strongly in the negative direction, two points negative, three points positive and four points for strongly positive.

Maximum scores possible and items contained in each subtest are found in Table II.

DS:al
8-20-73

The Self-Appraisal Inventory (Self Concept)

The Self-Appraisal Inventory was used to assess student self-concept. The primary level inventory was given to students in grades, 1, 2, and 3; while the intermediate level inventory was given to the students in grades 4, 5, and 6 and the secondary level was given to grades 7-12.

The Self-Appraisal Inventories were developed during 1970-71 by the Instructional Objective Exchange (IOX) with financial support from ESEA Title III, revised in 1972 and revised again by us based on the input from our teachers. The strategy employed by IOX in developing these inventories was a criterion-referenced as opposed to a norm-referenced approach.

The primary level inventory consisted of thirty-five yes-no items, the intermediate level inventory was composed of seventy-five true-untrue items, and the secondary of sixty-two items using a strongly agree, agree, disagree, and strongly disagree response. The inventories were paper-pencil, self-reporting devices. In addition to soliciting a global estimate of student self-concept, the inventories provided four subscale scores which reflected the different dimensions of the students' self-concept. In the graphs, the four subscale as well as the global estimate of self-concept are given. The four different dimensions of student self-concept reflected in the subscales were defined as follows:

1. Peer - one's self-esteem associated with peer relations.
2. Family - one's self-esteem associated with family interactions.
3. School - one's self-esteem derived from success or failure in scholastic endeavors.
4. General - a comprehensive estimate of how the self is esteemed.

SECONDARY LEVEL

Name of Subtest	Number of Items	Maximum Possible Score	Subtest Items
Teacher - Mode of Instruction	13	52	$\overset{R}{1}$, 8, $\overset{R}{10}$, 16, $\overset{R}{18}$, $\overset{R}{24}$, 31, 32, $\overset{R}{36}$, $\overset{R}{39}$, 48, $\overset{R}{54}$, 78
Authority and Control	10	40	6, $\overset{R}{14}$, $\overset{R}{37}$, 41, 42, $\overset{R}{57}$, $\overset{R}{59}$, 65, $\overset{R}{69}$, 72
Interpersonal Relationships with Pupils	12	48	$\overset{R}{3}$, $\overset{R}{12}$, $\overset{R}{20}$, 27, $\overset{R}{45}$, 46, $\overset{R}{50}$, 55, $\overset{R}{63}$, 70, 75, 77
Learning	10	40	11, 19, 22, $\overset{R}{26}$, 29, $\overset{R}{34}$, $\overset{R}{51}$, $\overset{R}{64}$, 71, $\overset{R}{79}$
Social Structure and Climate	13	52	5, 7, 23, $\overset{R}{30}$, $\overset{R}{35}$, $\overset{R}{38}$, 47, 53, $\overset{R}{60}$, 61, $\overset{R}{67}$, 68$\overset{R}{,}$ 74
Peer	8	32	9, 17, $\overset{R}{25}$, $\overset{R}{40}$, 44, $\overset{R}{49}$, $\overset{R}{58}$, 62
General	10	40	$\overset{R}{2}$, $\overset{R}{4}$, $\overset{R}{13}$, $\overset{R}{21}$, 28, $\overset{R}{52}$, $\overset{R}{56}$, 66, 76, 80
Total	76	304	

NOTE: Items 15, 33, 43, and 73 were considered invalid items and were not counted in the score.

R = REVERSE SCORED ITEMS

ALL OTHERS STRAIGHT SCORE ITEMS

TABLE I

Number of Items, Maximum possible score, and test number of the items for the Selp Appraisal Inventory

PRIMARY LEVEL

Name of Subtest	Number of Items	Maximum Possible Score	Subtest Items
Peer	9	18	37, 43, 47, 50, 52, 53, 58, 63. 6
Family	8	16	40, 44, 60, 67, 68, 69, 70, 71
School	9	18	38, 41, 48, 54, 56, 57, 62, 65, 6
General	9	18	39, 42, 45, 46, 49, 51. 55. 59. 6
Total	35	70	

INTERMEDIATE LEVEL

Peer	17	34	1, 4, 8, 15, 22, 26, 30, 34, 41, 45, 49, 53, 57, 61, 65, 69 72
Family	19	38	5, 9, 12, 16, 19, 23, 27, 31, 35, 38, 42, 46, 50, 54, 58 6 66, 70, 73
School	20	40	2, 6, 10, 13, 17, 20, 24, 28, 32, 36, 39, 43, 47, 51, 55, 5 63, 67, 71, 74
General	19	38	3, 7, 11, 14, 18, 21, 25, 29, 33, 37, 40, 44, 48, 52, 56, 6 64, 68, 75
Total	75	150	

SECONDARY LEVEL

Peer	16	64	3, 5, 9, 13, 18, 22, 26, 30, 35, 38, 41, 46. 50, 52, 56, 60
Family	16	64	4, 6, 10, 14, 16, 19, 23, 27, 31, 36, 39, 42, 47, 53, 57, 61
School	14	56	1, 7, 11, 15, 20, 24, 28, 32, 40, 43, 44, 48, 54, 58
General	16	64	2, 8, 12, 17, 21, 25, 29, 33, 34. 37, 45, 49. 51, 55. 59, 62
Total	62	248	

For the primary and intermediate levels, students received one point for a negative response and two points for a response that indicated a favorable attitude.

For the secondary level a student received one point if his response was stated as strongly inthe negative direction, two points negative, three points positive and four points for strongly positive.

Maximum scores possible and items contained in each subtest are found in Table I.

DS:al
8-20-73

SCORING KEY FOR REVISED IOX

The indicated response is in a positive direction and is given the higher score value.

Primary Self Appraisal	Intermediate Self Appraisal	Secondary Self Appraisal	Primary School Sentiment	Intermediate School Sentiment	Secondary School Sentiment
37. Yes	1. True	1. Agree	1. Yes	1. Untrue	1. Agree
38. Yes	2. True	2. Agree	2. No	2. True	2. Agree
39. No	3. True	3. Disagree	3. Yes	3. True	3. Agree
40. Yes	4. Untrue	4. Disagree	4. No	4. True	4. Agree
41. No	5. Untrue	5. Disagree	5. Yes	5. True	5. Disagree
42. Yes	6. True	6. Disagree	6. No.	6. Untrue	6. Disagree
43. Yes	7. True	7. Disagree	7. No	7. Untrue	7. Disagree
44. No	8. Untrue	8. Disagree	8. Yes	8. Untrue	8. Disagree
45. No	9. True	9. Agree	9. Yes	9. True	9. Disagree
46. Yes	10. Untrue	10. Disagree	10. No	10. Untrue	10. Agree
47. Yes	11. Untrue	11. Agree	11. Yes	11. True	11. Disagree
48. Yes	12. Untrue	12. Agree	12. No	12. True	12. Agree
49. No.	13. True	13. Agree	13. Yes	13. Untrue	13. Agree
50. Yes	14. True	14. Disagree	14. Yes	14. True	14. Agree
51. Yes	15. True	15. Disagree	15. Yes	15. Untrue	15. Not Scored
52. No	16. Untrue	16. Disagree	16. Yes	16. Untrue	16. Disagree
53. No	17. Untrue	17. Disagree	17. Yes	17. Untrue	17. Agree
54. Yes	18. True	18. Agree	18. Yes	18. True	18. Agree
55. Yes	19. True	19. Agree	19. Yes	19. True	19. Disagree
56. Yes	20. True	20. Disagree	20. Yes	20. Untrue	20. Agree
57. No	21. Untrue	21. Disagree	21. No	21. True	21. Agree
58. No	22. Untrue	22. Agree	22. No	22. True	22. Disagree
59. Yes	23. Untrue	23. Disagree	23. Yes	23. Untrue	23. Disagree
60. No	24. True	24. Disagree	24. No	24. True	24. Agree
61. No	25. Untrue	25. Disagree	25. No	25. True	25. Agree
62. Yes	26. True	26. Agree	26. Yes	26. True	26. Agree
63. Yes	27. Untrue	27. Disagree	27. Yes	27. True	27. Disagree
64. No	28. Untrue	28. Disagree	28. No	28. Untrue	28. Disagree
65. No	29. Untrue	29. Agree	29. No	29. True	29. Disagree
66. No	30. True	30. Agree	30. Yes	30. Untrue	30. Agree
67. No	31. True	31. Disagree	31. Yes	31. Untrue	31. Disagree
68. No	32. Untrue	32. Disagree	32. Yes	32. Untrue	32. Disagree
69. Yes	33. True	33. Disagree	33. No	33. True	33. Not Scored
70. Yes	34. Untrue	34. Disagree	34. No	34. True	34. Agree
71. Yes	35. Untrue	35. Disagree	35. Yes	35. True	35. Agree
	36. Untrue	36. Agree	36. Yes	36. Untrue	36. Agree
	37. Untrue	37. Disagree		37. True	37. Agree
	38. True	38. Disagree		38. Untrue	38. Agree
	39. True	39. Agree		39. Untrue	39. Agree
	40. Untrue	40. Agree		40. True	40. Agree
	41. True	41. Disagree		41. True	41. Disagree
	42. Untrue	42. Agree		42. True	42. Disagree
	43. True	43. Disagree		43. True	43. Not Scored
	44. True	44. Disagree		44. Untrue	44. Disagree
	45. Untrue	45. Disagree		45. Untrue	45. Agree
	46. Untrue	46. Disagree		46. True	46. Disagree
	47. True	47. Disagree		47. Untrue	47. Disagree
	48. True	48. Disagree		48. True	48. Disagree
	49. Untrue	49. Disagree		49. True	49. Agree

SCORING KEY FOR REVISED IOX

Primary Self Appraisal	Intermediate Self Appraisal	Secondary Self Appraisal	Primary School Sentiment	Intermediate School Sentiment	Secondary School Sentiment
	50. True	50. Disagree		50. True	50. Agree
	51. Untrue	51. Disagree		51. Untrue	51. Agree
	52. True	52. Disagree		52. True	52. Agree
	53. True	53. Agree		53. Untrue	53. Disagree
	54. True	54. Agree		54. Untrue	54. Agree
	55. Untrue	55. Disagree		55. Untrue	55. Disagree
	56. Untrue	56. Disagree		56. Untrue	56. Agree
	57. Untrue	57. Agree		57. Untrue	57. Agree
	58. Untrue	58. Disagree		58. Untrue	58. Agree
	59. True	59. Agree		59. Untrue	59. Agree
	60. True	60. Disagree		60. Untrue	60. Agree
	61. Untrue	61. Disagree		61. True	61. Disagree
	62. Untrue	62. Disagree		62. True	62. Disagree
	63. Untrue			63. True	63. Agree
	64. Untrue			64. Untrue	64. Agree
	65. True			65. True	65. Disagree
	66. True			66. True	66. Disagree
	67. Untrue			67. Untrue	67. Agree
	68. Untrue			68. Untrue	68. Agree
	69. Untrue			69. Untrue	69. Agree
	70. True			70. Untrue	70. Disagree
	71. Untrue			71. Untrue	71. Disagree
	72. Untrue			72. Untrue	72. Disagree
	73. True			73. True	73. Not Scored
	74. True			74. True	74. Disagree
	75. Untrue			75. Untrue	75. Disagree
					76. Disagree
					77. Disagree
					78. Disagree
					79. Agree
					80. Disagree

C. OTHER EVALUATION DATA

Follow-up Study

Alexander Ramsey High School Focus Program

A question asked frequently of the Focus staff concerns what happens to Focus students after they leave school. We could not previously answer this question because the program had not operated long enough to conduct a follow-up study. During the winter of 1975, however, after four years of program operation, a follow-up questionnaire was developed and was sent to all Focus graduates. Approximately 96 forms were sent and 41 were returned completed. About 20 more were returned by the post office undelivered. A summary of the completed forms is included below.

Age:	
18-	11
19-	8
20-	10
21-	10
22-	2

Sex:	
Male-	21
Female-	20

Marital Status:	
Married-	9
Single-	32
Divorced-	0
Widowed-	0

Where employed?

Thirty former students were employed at the time of the questionnaire. All 30 held a variety of non-professional jobs. Two worked in banks, four were clerk secretaries and four were retail clerks. Others were nurses aides, drivers, and service station attendants. Some worked in food service, libraries, civil service, bars, auto sales and one worked for an auto parts company.

How long employed?

Under 6 months-	14	2 years-	3
1 year-	6	over 2 years-	4
18 months-	2	over 3 years-	1

Number of places worked since graduation.

0-	1	3-	5
1-	16	4-	5
2-	10	5-	1

Education since graduation.

yes-	17
no-	24

Kinds of education.

Vocational School-	11
Junior College-	3
College or University-	2
Apprenticeships-	0
Other-	2

Degree beyond high School.

2

Number of years of education beyond high school

Under 6 months-	3
1 year-	9
1½ years-	1
2 years-	2
3½ years-	1

Number of years in Focus.

1-	8
2-	24
3-	9

High school degree?

Yes-	38
No-	1

The rest of the form concerned student's attitudes toward Focus. Two measures were used. The first consisted of 10 statements about the student's education in Focus. Students were asked to rate their agreement with each of the statements on a continuum from strongly agree (1), to agree (2), to disagree (3), to strongly disagree (4).

The second measure asked students to rank order what they learned in Focus that they considered most useful. They were given six statements about what they learned and one 'other' category which they could fill in. The results of both measures are given below.

listed below.

I learned that there are others that care enough to help me make it through school and to help me with my problems.

I got a good chance to express myself without being made to feel like an idiot.

I learned how to con people.

The best was learning about myself, others, and having teachers care enough to take the time to treat you like someone.

I learned to understand people.

I learned to jive people.

I learned to care for myself.

I learned to speak out more freely and not to be afraid to ask for help if I had a problem.

I learned how to deal with life.

I learned to respect the teacher.

I learned that I was cared for.

I learned that there is more to education than just the traditional aspects of it and that you can learn from other means.

Several follow-up forms had additional comments which are too lengthy to be listed here. These have been copied and are included at the end of this summary.

Generally, this follow-up study indicated most Focus graduates are presently employed in jobs they have held for one year or less. They are employed mostly in unskilled jobs and they have only worked one or two places since graduation. All but one of the graduates still lived in the twin cities area.

Seventeen Focus graduates pursued some form of education past high

	1	2	3	4
1. If I had to go through high school again I would like to be in Focus.	22	12	3	1
2. I would like my children to go through Focus if they needed it.	21	13	3	1
3. I think Focus helped me to get along better with my parents and friends.	12	18	7	1
4. Focus helped me to feel better about myself.	17	14	6	1
5. Focus helped me learn to get along with others.	12	16	7	2
6. In Focus people seemed to care about me.	17	21	0	0
7. Overall, Focus was a good experience for me.	24	11	1	1
8. In Focus, I feel I learned the basic skills of listening, speaking, writing and reading.	6	21	7	4
9. In Focus, I feel I learned more about myself.	15	16	5	1
10. In Focus, I feel I received a useful education.	15	16	4	3

The results of what students felt they had learned in Focus are reported in terms of average rankings. The validity of using averages was confirmed by comparing these rankings with a tally of which statement was ranked #1 most often, which was ranked #2 most often and so on throughout the list. The statements are listed below in the order of most to least useful .

I learned to be more responsible.

I learned to care for others.

I learned to get along better with others.

I learned more about myself.

I learned the basic skills.

I learned employment skills.

The 'other' category was not included in this tally because it was not filled in by most of the students. The statements that were written in are school, 12 of these continued for one year or less and 11 of the 17 went to vocational school. One student received an A.A. degree at a junior college.

The attitude measures revealed most students felt their experiences in Focus were positive. They also indicated that the social skills aspect of their education was most useful to them and that the basic (academic) and employment skills were the least useful of the things they learned in Focus.

ADOPTER EVALUATION DATA

Adopter evaluation data is not reported with consistency. This is, in part due to variations in the intended use of the Focus adoption to meet the unique needs of a given student population.

There is consistency, however, in the application of some measure of scholastic progress and measured behavior changes. Measurement devices employed vary around the country, reflecting the evaluators preference for a specific tool.

Because of the inconsistency, it is not possible to develop a comparative chart to report this data. Reported below is the evaluation data for five Focus adoptions. Data is reported on a project by project basis. Where two hyphenated numbers are reported, the first indicates the average of the students for the school year preceding Focus and the second indicate the average for the first Focus year.

FOREST LAKE, MINNESOTA

Iowa Tests of Basic Skills:

Males - 6.2 - 8.8 Grade Equivalent
Females - 8.9 - 10.3 Grade Equivalent

Stanford-Binet Standarized Math Test

Males - 7.3 - 9.0 Grade Equivalent
Females - 8.6 - 10.2 Grade Equivalent

MMPI Ego Strength Scale Scores (Mdn = 50)

Males - 40.53 - 45.21
Females - 34.09 - 41.31

Self Appraisal Inventory

Males - 147.47 - 154.08
Females - 150.07 - 156.21

School Suspensions: 9 - 3

School Discipline Referrals 41 - 8

Credits Earned per Student 3.9 - 6.1

Court Referrals 3 - 0

CORINTH, MAINE

Absences	263.5 - 254
School Suspensions	44 - 12
Detentions	225 - 90
G.P.A.	73 - 82 (average)

FREEPORT, MAINE

Absences	250 - 210
Tardiness	131 - 90
School Drop out rate	5.4% - 5.0%
Police Contacts	41 - 23
School Suspensions	142 - 70
Key Math Inventory -	6.7 - 8.0 Grade Equivalent
Woodcock Reading Mastery Tests -	7.1 - 9.2 Grade Equivalent

COLUMBIA STATION, OHIO

G.P.A.	1.30 - 1.96
Tardiness	5.5 - 2.8 (average/student)
Suspensions	6 - 1

DEER PARK, NEW YORK

Absences	371 - 230
Failures	90 - 29

This report does not do justice to the unique positive outcomes of the first year adoptions at these sites. It would be necessary to publish the entire evaluations documents.

However, it is clear from the data that the first year of a Focus adoption causes a significant impact in a positive direction on academic progress and several behaviors which are inhibitive to learning.

WHAT WE HAVE LEARNED

WHAT WE HAVE LEARNED
AS DEVELOPER/DEMONSTRATORS

We have learned many things in the process of developing and implementing the Focus program. A lot of learning has been painful; learning by our shortcomings and mistakes. We have tried to cover a lot of what we have learned in our material packages. We have included in this package short statements on some things we have learned about students, teachers, parents, curriculum, and structure. Many of these may seem obvious, some may seem redundant, but they all are important ideas to keep in mind when dealing with disaffected students.

What we have learned about Students:

1. Adolescents need lots of positive recognition.
2. Students need straight, honest feedback, without the use of subtlety that often tends only to confuse.
3. Students need appropriate expectations. Like all people, they live up to the expectations that are set for them regardless of whether they are negative or positive.
4. Students become responsible through being given responsibility.
5. Students need to feel that they are an integral part of the program.
6. Students are human beings and should be respected as such.
7. Success breeds success.
8. Peer pressure is a powerful influence of behavior.
9. Until a student believes he is cared about, little or no positive growth can take place.

What we have learned about Teachers:

1. The needs of teachers are equally as important as the needs of students.
2. A Focus teacher should accept the fact that there will be little positive reinforcement from Focus students.
3. Teachers should relate to their students in a personal way, not using their role to hide behind.
4. Teachers should base their authority on natural, not role authority.
5. Teachers should learn from their students. They can ask for and use student input.
6. Teachers shouldn't rescue their students by doing for the student what they can do for themselves.
7. Teachers should involve themselves in informal play activities with students.
8. A teacher doesn't have to like a student to be concerned about that student's welfare.
9. Separate the individual from his behavior (i.e., I do not like your behavior, but I care about you.)
10. A teacher can learn to recognize when a student's behavior is a game and when it is sincere. Teachers can learn various responses to stop psychological games that could be destructive.
11. It is possible to intellectually care about a student even if he is obnoxious because of what he could be rather than what he is.
12. Teachers are responsible for their behavior and feelings regardless of the behavior and the attitudes of students.

13. Teachers must continue to meet, as often as possible, with other building staff to maintain positive public relations.
14. Teachers must remember that good relations with secretaries, clerks, custodians, cooks, and other support personnel is important to the success of their program.
15. Teachers must remember that other teachers who are not successful with Focus students are still worthwhile capable human beings.
16. It is essential that the administration be kept informed about what you are doing.
17. Almost all problems and crises can wait a little while before being solved--especially if you are not sure what to do.
18. Serious and difficult problems should not be the entire responsibility of one staff member, but should be shared.
19. If you are not successful with all students, that does not mean you failed those students.
20. The only way to avoid mistakes is to avoid attempting anything.

What we have learned about Parents:

1. Parents would like more involvement with schools. In the past this involvement has been primarily negative. They now have the opportunity for positive involvement, some for the first time.
2. Parents need a meaningful role in the program. The staff should listen to and respect the parents' input into the program.
3. Many parents do not know how to function successfully with their children.
4. Parents can be helpful in modifying behavior.
5. Family counseling can become an important part of the program.

6. Many parents need and want help in raising their children.
7. Parents hunger for straight communication about their children.

What we have learned about Curriculum:

1. Curriculum should be aimed at teaching basic skills.
2. Curriculum objectives should be short-range and very concrete. We have found that long range, nebulous objectives do not work with most Focus students.
3. Curriculum should be designed so that constant feedback can be given on how the student is performing--(i.e., daily worksheets as opposed to long-range reading assignments).
4. Instruction should be based on students' needs and abilities.
5. A teacher should learn a variety of methods to meet the individual curriculum needs of the students.
6. Curriculum should begin where the student is.
7. Curriculum must be accompanied with realistic expectations and positive reinforcement.

What we have learned about Structure:

1. Structure is necessary to give initial security.
2. When structure is given with a caring approach, the message the student gets is, "I care about you."
3. Just maintenance is not enough--expect and support growth.
4. Most Focus students do not know how to structure themselves.
5. Lack of structure "sets-up" the Focus student for trouble and failure.

WHAT WE HAVE LEARNED

AS ADOPTERS

All teachers are caught up in an ongoing and dynamic learning process. We feel that is especially true of those involved in alternative education. Each year and each situation is unique and leaves the teacher with increased awareness of self, others and the role of the educator in today's society. Dealing with disaffected youth gives the teacher an understanding of the pressures on students and a profound respect for those students who strive for real personal growth.

Following are some of the things that have impressed us while dealing with students, school personnel, parents, and the community this year. What we have learned about students:

1. Adolescents need the security provided by firm structure.
2. Students respond positively to a genuinely caring person.
3. Students should be held accountable for their behavior.
4. Students respect honesty.
5. Students live up to expectations set for them regardless of whether those expectations are negative or positive.
6. Peer pressure is the single most powerful influence on student behavior.
7. If learning is to take place, students must be comfortable in their environment.

What we have learned about parents:

1. Without active parent support, an alternative program will not succeed.
2. Parents should be involved in the positive aspects of their child's school life, not just the negative.
3. Many parents want and need help in dealing with their children.
4. Parents respect honest and straight communication about their children and there can never be too much.

5. Many parents are willing to share their problems with others in the same situation.

What we have learned about the community:

1. Negative comments about school programs based in misinformation are detrimental to community goals.

2. Due to the controversial nature of alternative education programs, public relations efforts are mandatory.

3. School programs with proven positive effects should enjoy the support of the community.

4. The community should realize that school is only one aspect of youth services and a well-developed community resource program is necessary for positive development of young people.